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ABSTRACT

The primary purpose of this manual is to present actual games used in programs designed to involve Head Start parents in the intellectual and social-emotional development of their children. A brief history of previous experience in working with parents of preschool children is also given. Four primary areas of concern have emerged as the work of the Center with parents progressed: (1) Many parents did not possess basic information about normal child development; (2) Many parents had inaccurate perceptions of the role of a nursery school; (3) Many parents did not have the skills or knowledge of available resources to provide stimulating activities that would enhance the cognitive development of their children; and (4) The personal developmental needs of the parents themselves could not be ignored if they were to improve their competence in the first three areas. The construction of the games led to three accomplishments: (1) A more comfortable situation for talking about the child was provided when the teacher and parent were doing something together while talking; (2) Having a game or definite activity to carry out at home enabled the mother to put into practice her role as a teacher; and (3) As the parent and child played a game together, the mother saw not only herself as a teacher but also her child as a learner, one who was able to learn. (CK)

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HOME ACTIVITIES FOR PRESCHOOL CHILDREN

A manual of games and activities for use by parents with their children at home, to foster certain preschool goals

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FOREWORD

Over the past three years, the University of Hawaii Center for Research in Early Childhood Education has tried various approaches in working with parents of children in Head Start classes. Although these are summarized briefly herein, the details of the techniques and emphases, together with results of evaluations, have been presented in annual final reports or special reports to the Office of Economic Opportunity. References to these are given in this manual.

In the course of work with parents, a pervasive aim has been to interpret to them their role in the education of their children and to devise concrete ways of helping them to enhance children's cognitive and social-emotional development. To this end, various staff members have devised learning activities in which parents can engage with their children. Often these activities are in the form of a game. The materials required are simple and inexpensive, and the parents themselves can replicate what is needed for each activity.

This manual, then, presents a collection of suggested activities that both the Center staff and the Head Start parents and teachers have deemed successful and that the Head Start child appears to enjoy.

Although all of the persons listed on the title page have contributed to this project, special acknowledgement should be given to Gloria Daley, who did the illustrations. In addition, others who have contributed to the early aspects of our parent program are Virginia Kemble Fine and Mary Myers.

INTRODUCTION

For several years the Center for Research in Early Childhood Education and its organizational predecessors have attempted a variety of programs designed to involve Head Start parents in the intellectual and, to a lesser extent, the social-emotional development of their children. While children in intensified preschool classroom programs often do show measurable gains, apparently such gains may be dissipated to varying degrees as the children move into more traditional kindergarten and elementary school classrooms. The Center staff has hypothesized that much of the loss of skills acquired in Head Start could be avoided if parents can be encouraged and helped to view their role not only as caretakers of their children but also as teachers who must provide interesting, stimulating environments on a consistent, ongoing basis.

Details of the work that began in 1967 at the Hawaii Center and continued through 1971 are contained in the references at the end of this introduction (p.xvi). The various emphases and techniques that have been explored eventuated in the type of individualized program applied in 1970-71 in conjunction with three curricular modules developed by the Center, involving language, mathematics, and motivation. A central role in the approach with parents during this last year has involved encouraging the parents to construct teaching games related to the curricular units and to play these games with their children at home.

Although the primary purpose of this manual is to present the actual games that were used, a brief history of the previous experience of the Center in working with parents of preschool children will be

given here to show what led up to the currently recommended approach. A more formal evaluation of the 1970-71 parent program is presented in reference 3.

Four primary areas of concern have emerged as the work of the Center with parents progressed. First, it soon became apparent that many parents did not possess basic information about normal child development and had highly unrealistic expectations as to what behavior could ordinarily be expected from a four-year-old. Thus they haphazardly directed to their children materials and activities that were lacking in challenge and stimulus value or so difficult as to be frustrating. They also did not have skills for the management of behavior appropriate to the age level of the preschool child, nor could they consistently provide the guidance needed for social and emotional growth.

Praise and punishment were erratic and inconsistent, since children were punished not only for behaviors that parents sincerely wished to eliminate but also for actions that were a function of their age and part of their normal developmental sequence. They were also punished for not being able to perform due to lack of physical maturation and lack of experience.

Second, many parents had inaccurate perceptions of the role of a nursery school, the routine procedures followed in that setting, and the reasons and objectives underlying many of the activities. This lack of sophistication was coupled with negative attitudes toward school in general. These had developed through years of academic failure or lack of substantial success in their own education or in that of their older children. These perceptions and attitudes presented

a major challenge to both Head Start Centers and the research Center staff, whose goals included strong parental commitment to the Head Start program.

Third, many parents did not have the skills or knowledge of available resources to provide stimulating activities that would enhance the cognitive development of their children. They did not readily see the learning value in combinations of household articles or tasks, nor were they aware of community resources that would answer that need. To remedy the problem, the Center staff designed materials and activities that were within the means of Head Start families and incorporated them into parent programs.

Fourth, the personal developmental needs of the parents themselves could not be ignored if they were to improve their competence in the first three areas. Hence some efforts were made to help them become more effective in interpersonal relations and improve specific skills for their own competence and enjoyment.

Important goals for parent programs that have been identified are

1) To help parents understand the development of their children and what they may expect of them, as well as to help them form realistic goals for future development.
2) To provide the opportunity for parents of culturally disadvantaged children to learn ways of rearing and teaching their own children in more effective ways.
3) To encourage parent involvement at school.
4) To introduce the parents to the objectives and rationale of Head Start and thus to interpret how their children can benefit from the program.

5) To interpret the specific content and objectives of the specific University of Hawaii curricula being used in various classes throughout the community.

6) To make the parents aware of the potential learning resources available to them in the home and how to use them with their children.

7) To demonstrate to parents that professional and non-professional persons working together toward a common goal can accomplish more than their combined independent efforts.

8) To help mothers develop a greater awareness of themselves, their pattern of reacting, their needs and expectations, and their strengths and assets, as well as of the effect of their behavior on others, especially their own children.

9) To meet some of the particular needs of each parent at her own level of functioning.

10) To explore with parents opportunities for personal growth, including further education, job training, and possible employment.

Several strategies have been employed by the Center in different years to pursue different combinations of the foregoing goals. These have met with varying degrees of success. Both programs of group meetings and of individual contacts have been carried out; and both home and community-based meeting sites have been tried. This particular manual is not addressed to the last two objectives, which were stressed in earlier parent programs applied by the Center.

In the 1967-68 project, one of the principal early aims of the Center's research efforts in Hawaii had been related to enhancement

of cognitive skills of Head Start children through fostering linguistic development. The plan, therefore, was to combine a parent education program with a specially designed language curriculum to be taught by regular classroom teachers. The parent program was expected to interpret the language curriculum to the mother and then to encourage her to assume a teaching role with her own child in order to strengthen the concepts at which the curriculum had been aiming. Early emphasis was on training parents to help in supervising classroom activities, explaining the overall curricular programs, and developing positive attitudes toward school. Later, the focus was shifted more directly to the teaching role of a parent and to particular instructional materials. Films and slides were presented, and role-playing was used.

Several modifications were tried to offset poor attendance of the parents. First, at three Head Start Centers, six intensive sessions were scheduled at the beginning of the spring semester. Attendance picked up significantly, probably partly because of the momentum engendered by frequent meetings, partly because concrete reinforcers in the form of stainless steel flatware were introduced, and partly because certificates of participation were issued. Second, one preschool parent group was divided into three smaller groups, two of which met in homes, with a Center staff member attending each meeting. However, the increase in attendance that had been anticipated did not result. Third, three mothers were trained to interpret to others content presented to them by the Center staff. Again, contrary to predictions, attendance at their meetings failed to improve.

In the course of group meetings, it had become evident that, at least for the particular groups of parents involved, their active

response was facilitated when meetings were introduced through conversation between two Center staff members instead of having a single leader. Following this insight, two Center staff members attended each group meeting. Subjective evaluation argued in favor of this team-teaching approach as well as for use of role-playing versus lectures and for concrete reinforcers, such as refreshments and certificates of participation.

Thus through this initial effort insight had been gained into aspects of parent programs that hopefully might enhance their appeal.

In 1968-69 the Hawaii Center conducted two studies on parent programs. The first was referred to as a parent awareness program, the purpose being to explore the feasibility of group meetings of Head Start mothers that are focused on understanding of self and others. Specific objectives were that mothers would become more aware of needs and feelings of others; that they would develop a greater awareness of themselves, including an understanding of their strengths, assets, and the effect of their behavior on others; and that they would learn explicit techniques to improve communication skills that would in turn result in better inter-personal relationships.

Two parent educators took the role of facilitators for the informal group discussions in helping the mothers try out new ways of handling problems and of expressing themselves in the group session. Focuses of the discussions included parent-child relationships; methods of discipline; communication skills; self-knowledge; marital status; heterosexual relationships; drug, alcohol, and glue-sniffing addiction; and racial feelings. When appropriate, the parent educators introduced audio-visual media, handouts, and role-playing exercises to expand discussion.

The results, although not readily lending themselves to statistical methodology and interpretation, clearly indicated that such a program was feasible and even enthusiastically welcomed for the parent groups in question and with the leadership of the particular Center staff members involved. No attempt was made to explore in depth how effective such a treatment might be in comparison with no treatment or other types of parent programs. The tentative evaluation relied heavily on data gathered from the participants themselves and on changes they observed in others. However, the program as conducted was both feasible and favorably received.

The other 1968-69 venture into parent programs involved three Head Start classes exposed to the University of Hawaii Language for Preschool curriculum, coupled with a parent program emphasizing the mother's role in her child's cognitive development; three classes with the same curriculum coupled with a parent program focused on general child development; and three classes having a general enrichment curriculum, involving the same amount of individual attention from adults as the language curriculum, also combined with a parent program dealing with general child development. Because children of parents who fail to attend parent meetings cannot be expected to show effects of such meetings, mothers who attended one-third or more of the meetings again were treated as high participants, those who attended fewer than one-third as low participants. It can be observed with regret that the criterion for assignment to the high participant group of necessity left much to be desired.

The first parent program began with a workshop consisting of five meetings in a two-week period. It oriented parents to objectives and

practices of the preschools and enabled parents to get acquainted quickly and develop enthusiasm and esprit de corps. Later meetings stressed what the parent could do to teach her own child at home. The parents made language-teaching games and other materials, visited classes to observe the teacher's application of the curriculum, and made some other relatively unrelated excursions--these latter being largely in response to desires of the parents themselves. Specific homework assignments at first were responded to enthusiastically, but this initial reaction soon subsided. Apparently the parents did continue to devote some time to teaching their children, however.

The child development parent program also started with a workshop, followed by some 18 or 20 meetings. It had been planned to proceed through these meetings in three phases, involving, first, use of art materials to establish involvement and suggest activities to carry out with children; second, use of visual materials to stimulate discussions about child development and rearing; and, third, discussion and solving of problems at a purely verbal level. The leaders were not able to get the groups much beyond the second stage, however, and the parents began to insist on diversion of time to special excursions instead of discussion sections.

In the case of both programs, it was thought that better attendance might be fostered if parents were paid a nominal fee ($3.00), rationalized as covering transportation, baby-sitting, or lost employment. Attendance did not materially improve, and the general impression of the staff is that the financial incentive had little effect on attendance.

On measures of cognitive skills, children who had the language program and whose parents were high participants in the related parent program gained significantly more than children whose parents were high participants in the child development program coupled with either the language or the enrichment program. Comparing only the groups that had the language curriculum but different parent programs, results favored the language-related parent programs on relevant cognitive measures.

Active participation of parents in a child development program did not facilitate performance of children in language classes, although it appeared to contribute somewhat to more effective functioning of children in enrichment classes, as evidenced by a tendency of their children to gain more than children of non-participating parents on a number of tests. It also seemed that the mothers who were inactive in the child development program tended to be uniquely able to promote independently the cognitive development of their children. Evidence from home interview data suggested that these mothers were in general more upwardly mobile and thus more likely to be gainfully employed than their more actively participating counterparts. However, children in the language program whose parents were high participants in the corresponding parent program gained more than their classmates, on the average, on almost all measures used.

Interviews with parents at the end of the school year indicated that participation in a parent program was associated with some differential findings for active as contrasted with inactive mothers. The more active volunteered more frequently in the classroom, had increased feelings of powerfulness, were more tolerant of other

children, and had higher vocational and educational aims for their children. The need for innovative approaches for assessing some of the more elusive outcomes of parent programs is apparent.

The original plan for parent programs in 1969-70 called for offering an individualized, home visit program to one group of parents, with content covering both the mother's role as a teacher with respect to particular curricula being applied and child development topics. The other parents were invited to participate in group meetings focused on self-awareness, which had been demonstrated to be feasible in 1967-68. Two classes, one involving a special curriculum designed to foster achievement motivation and one the University of Hawaii Mathematics for Preschool curriculum, were offered the program of individual home visits. Two other classes, comparable with respect to the special curricula involved, were offered a program of regular group meetings with emphasis intended to be on self-awareness, awareness of needs and feelings of others, and techniques to facilitate communication and inter-personal relationships.

With respect to the individual home visit programs, the parents for one class seemed highly receptive and in general kept their appointments, whereas those for the second class were frequently unavailable. It is possible that this difference is attributable to some combination of differences in the staff members making the visits; differences in the two curricula that were to be interpreted; differences in the communities; differences in conflicting demands of other interests; differences in the support of the program on the part of Head Start teachers, aides, social workers, etc.; and still other unforeseen and unidentified factors. Clearly the two staff members were quite

different in their approach to parents, the one seeming to serve a variety of functions to help the parents in all sorts of ways rather than applying solely the intended focus on the mother's role as a teacher to reinforce a particular curriculum. It was possible that her methods, though seemingly roundabout, might be more successful than a direct concentration on the goal of the program.

The group meetings had been modeled after the parent awareness program for which feasibility presumably had been demonstrated in the 1968-69 study.

Although, as documented in the final report of the Center for 1969-70 (2), a few statistically significant differences in pre-test to post-test gains were found for children of high-participating and low-participating parents, for both the individual and group programs, the results were only suggestive at best. The differences found might even be due to pre-existing differences in the two categories of parents.

In the 1970-71 school year, the Hawaii Center again tried a parent program. It was applied in conjunction with an intensive curricular effort in just two classrooms where the special curricula in mathematics, language, and motivation were being used. Here three special teachers, members of the research Center staff, were each responsible for the teaching of one of the curricula as well as for seeing each parent on a weekly basis to interpret what was happening in school and what particular difficulties the child may have been having. Since these staff members actually taught the children and discussed their needs and progress with other teachers and aides, they knew the children very well.

In addition, the Center teachers worked with each parent on games or activities each of which strengthened some specific aspect of the curriculum and was to be used with the child in the home. Parents' attendance at these individual weekly conferences was consistently high. In most instances they came to the school to meet with the teachers. When this was not convenient, the sessions were held in the parents' homes. Often younger siblings were involved.

The construction of the games led to three accomplishments: (1) A more comfortable situation for talking about the child was provided when the teacher and parent were doing something together while talking. (2) Having a game or definite activity to carry out at home enabled the mother to put into practice her role as a teacher. (3) As the parent and child played a game together, the mother saw not only herself as a teacher but also her child as a learner, one who was able to learn. For some parents this was a new experience. The implications for the child's own concept of himself as a learner became apparent. This self-confidence was further reinforced when a mother who felt successful in her teaching role was eager to show the father in the family how well the child could do.

Evidences of the value placed on these activities by the parents were many. Some parents were so eager to make every game that they would remind the teacher if they had had to miss a session. One mother who began a full-time job arranged to come for her session early in the morning. Another mother carefully kept each game and planned to use all of them again as a review, during summer vacation.

While it may not be possible to carry on this kind of individual parent program without special staff, adaptations of it are worth considering. The classroom teacher or aide might meet weekly with a small group of mothers to teach them the "game-of-the-week." (Samples of each game should be prepared ahead of time for these sessions.) Then this small group of mothers could in turn be responsible to meet with two other mothers and teach them the game. An alternative would be to hold a weekly parent workshop in which the teacher could briefly orient the mothers as to what she was doing in the classroom and then demonstrate the "game-of-the-week." The parents could then divide into small groups to work on their own game to use with their children at home. Such an approach would still foster the mother's role as a teacher and also provide opportunity for her to see her child as a learner.

The games and other activities included in this manual were designed for the most part to be made by individual parents and to be used at home. However, some of them, particularly the more complex ones, e.g., The Book of Opposites and Community Game, are also suitable for classroom use. This is designated in a general description at the beginning of each game.

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TABLE OF CONTENTS

FOREWORD ii

INTRODUCTION iii

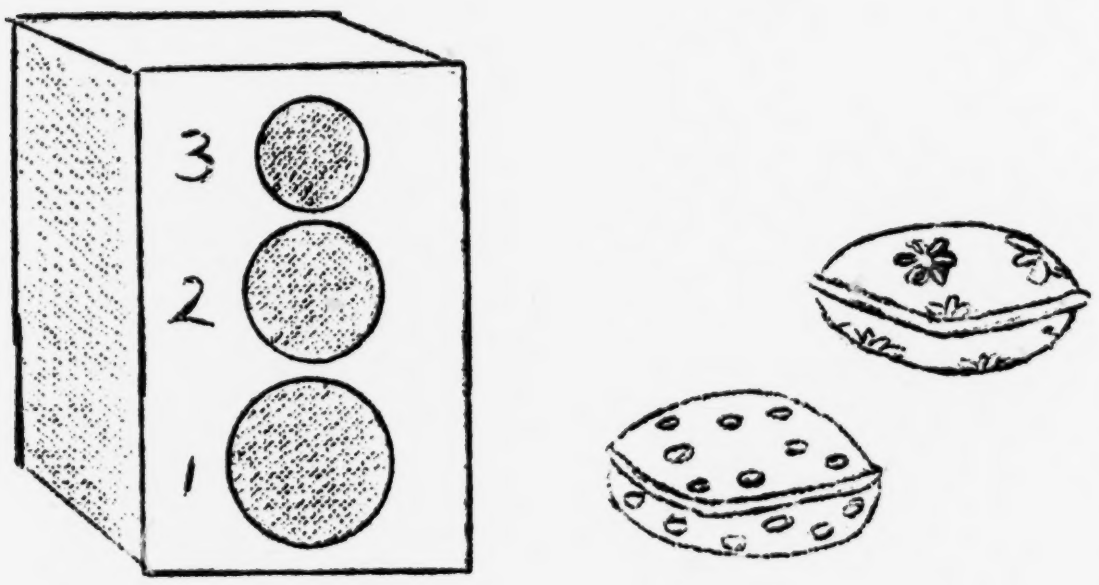
REFERENCES xvii

GAMES AND ACTIVITIES

Bean Bag Toss 1
Fish Game 3
Shape Lotto No. 1 7
Shape Lotto No. 2 9
Color--Number Wheel 11
Felt Doll and Flannel Board 14
Counting Objects 19
Same--Different 21
Making Play Dough 25
A Trip to the Library 27
Mele Kalikimaka (Merry Christmas) 29
Number-Star Card Game 33
Child's Own Story Book 35
What's Missing? 37
Jello Activity 42
Days of the Week 44
David's Store 47
Ruler Race 52
Shoe Lacing and Tying 55
Feeling Box 57
Tracing Shapes 59
Book of Opposites 61
Rocket Game 63
Community Game 68
Kite Score Board 72

Bean Bag Toss

This is a simple throwing game. The child tosses the bean bag through the holes in the box, and he keeps track of his score. This can provide fun for the whole family.

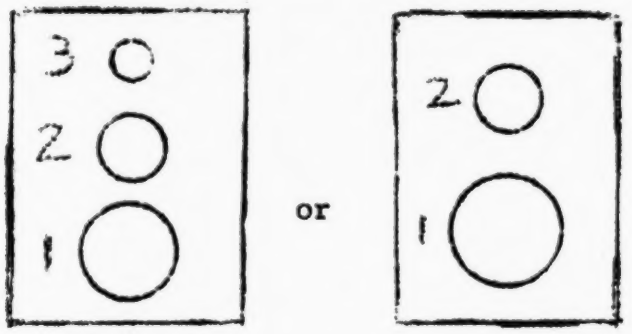


A. Objectives
   1. To provide a safe, easily controlled throwing game, which gives practice in eye-hand coordination.
   2. To give the child experience in recognition of small numbers.
   3. To provide an opportunity for keeping score.
   4. To encourage family members of all ages to play together.

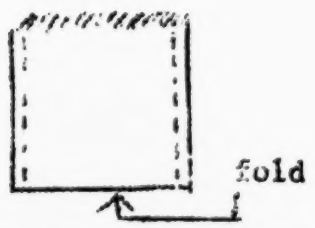
B. Materials
   1. Corrugated box large enough to cut out 2 or 3 good-sized holes.
   2. Two 4" x 8" pieces of cloth for 2 bean bags.
   3. Needle and thread (or sewing machine).
   4. Beans or rice to fill the bean bags.

C. Construction
   1. With a sharp knife or x-acto blade, cut out 3 holes from the bottom of the corrugated box. The holes should be large enough to allow a 3½" square bean bag to go through easily, approximately 7", 5½", and 4" in diameter. (If the box you choose is not large enough, cut only 2 holes.) For a 3-hole box, the largest hole gets 1 point, the medium size hole gets 2 points and the smallest hole gets 3 points.

2. Number the holes for scoring points.



3. Fold 1 piece of cloth into half (wrong side out) and stitch along the 2 sides.

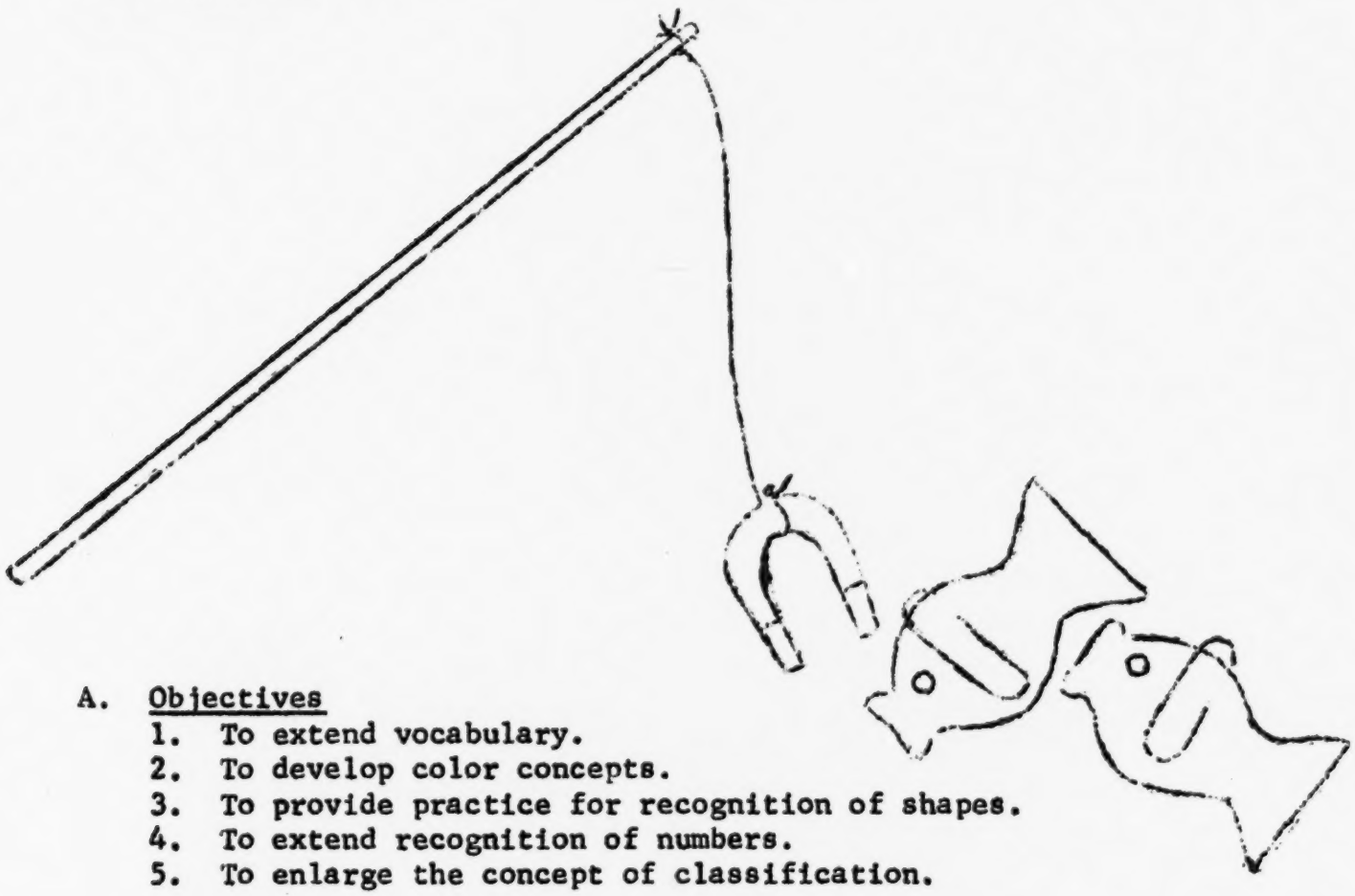


4. Turn the bag so the right side is out, fill it with beans, and then sew the last seam.
5. Repeat with the second piece of cloth.

D. Procedure
1. Place the box against the wall, or slightly tipped at an angle.
2. Place a marker about 6 feet back, for the child to stand behind. This distance should be adjusted to the child's ability.
3. Give each person a chance to throw 2 bean bags for a turn.
4. Put the total number of marks earned for a turn on a score sheet or chalkboard.
5. As the skill of the player(s) increases, the throwing line should be moved back.

Fish Game

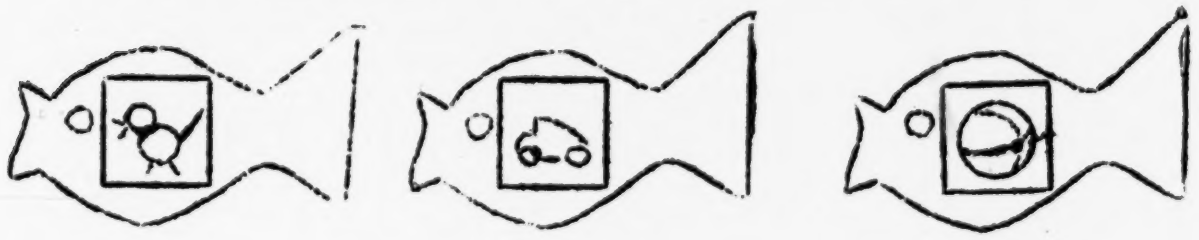
This is a game that the child can play with an adult, with another child, or by himself. He "fishes" for paper fish, using a chopstick fishing "pole."



A. Objectives
   1. To extend vocabulary.
   2. To develop color concepts.
   3. To provide practice for recognition of shapes.
   4. To extend recognition of numbers.
   5. To enlarge the concept of classification.

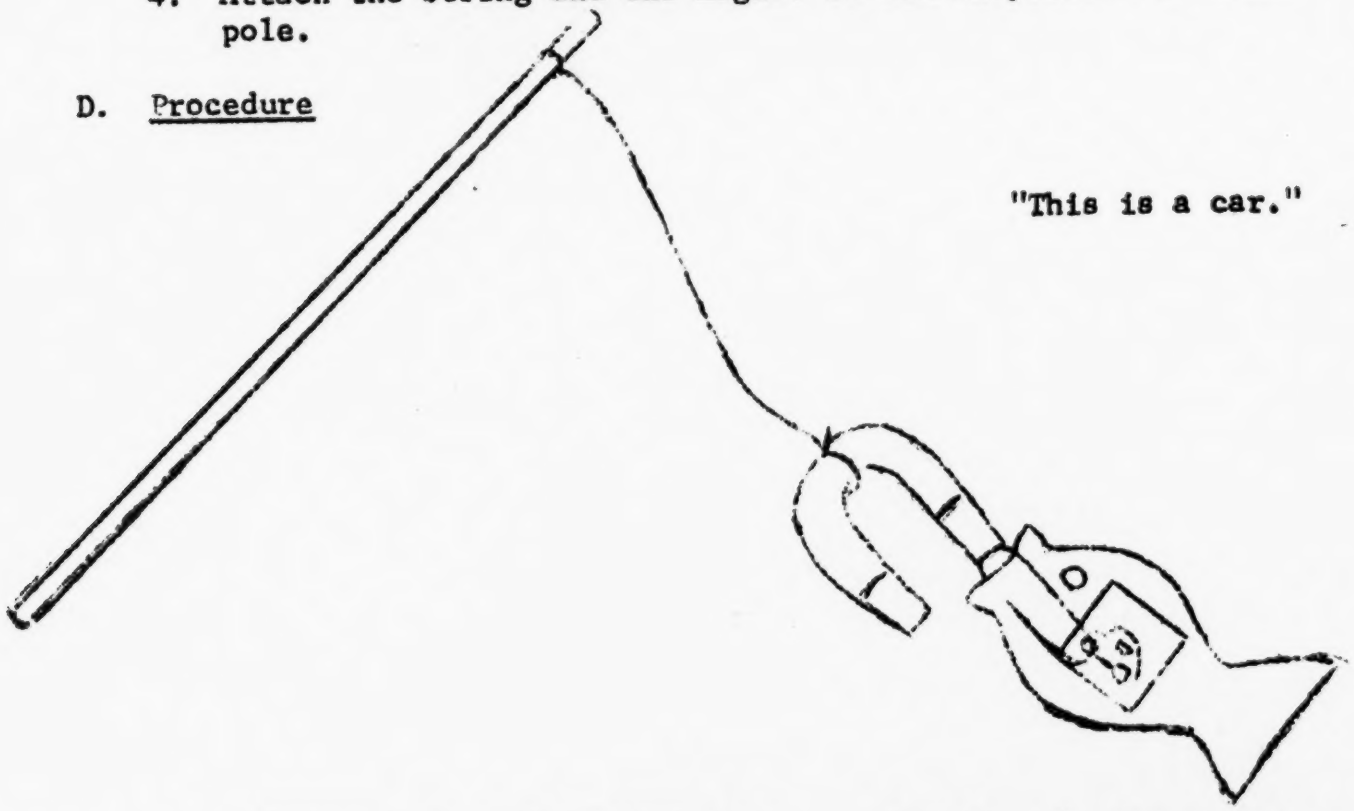
B. Materials
   1. Small fishing pole made from a chopstick or a length of bamboo, with a string and magnet on the end.
   2. Construction paper (red, blue, yellow, orange, green).
   3. Small pictures of objects.
   4. Paste, scissors, paper clips, felt marking pen.

C. Construction
   1. Using the fish pattern, cut 10 fish, 2 of each color. (More fish may be added later.)
   2. Paste small pictures of objects on the bodies of the fish.

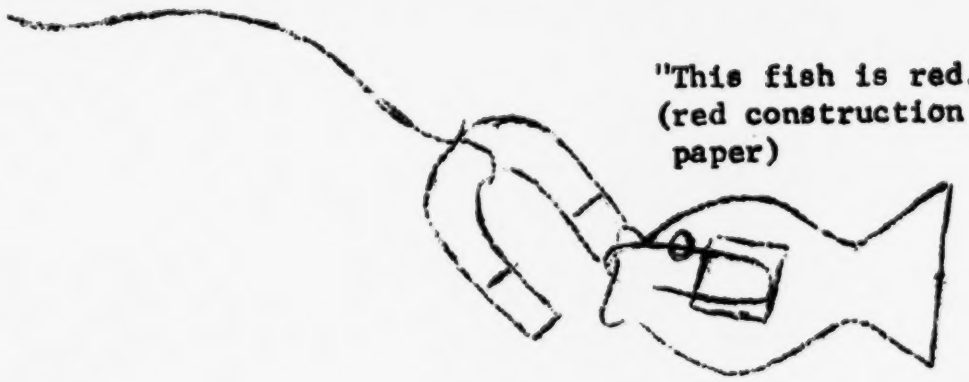


3. Attach a paper clip to the mouth of each fish.
4. Attach the string and the magnet to the chopstick or bamboo pole.

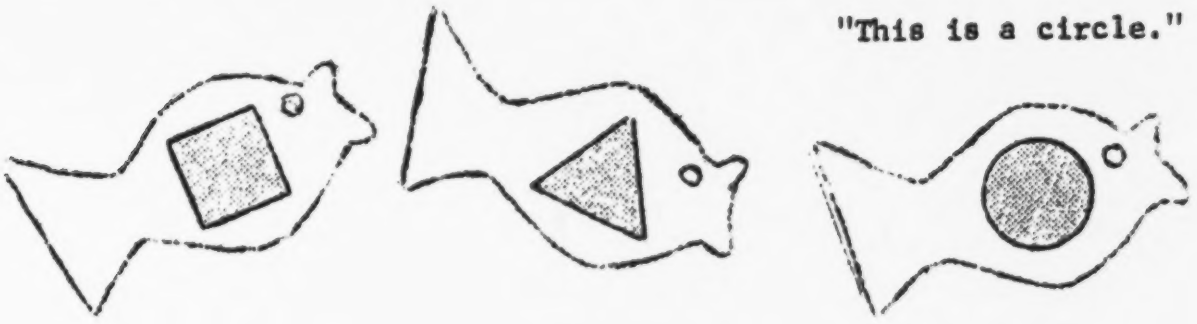
D. Procedure



1. Labels: Let each child take a turn "fishing." Concentrate on only one concept at a time and start with labeling each object. Show the child a fish with a car pasted on it and say "This is a (car). Catch another fish..." The child may keep all of the fish he can name. Continue until he can successfully name all of the fish. Encourage him to use the statement "This is a _____."
2. Colors: Use the same fish, but this time concentrate on the colors of the fish. The child begins by 1) simply matching the colors. After he does this, let him fish again and 2) you supply the color name. "You caught a (red) fish. Can you catch me another (red) fish?" After you have done this several times, 3) see if the child can supply the name of the color. Encourage him to use the statement, "This fish is (red), This fish is (blue)," etc.

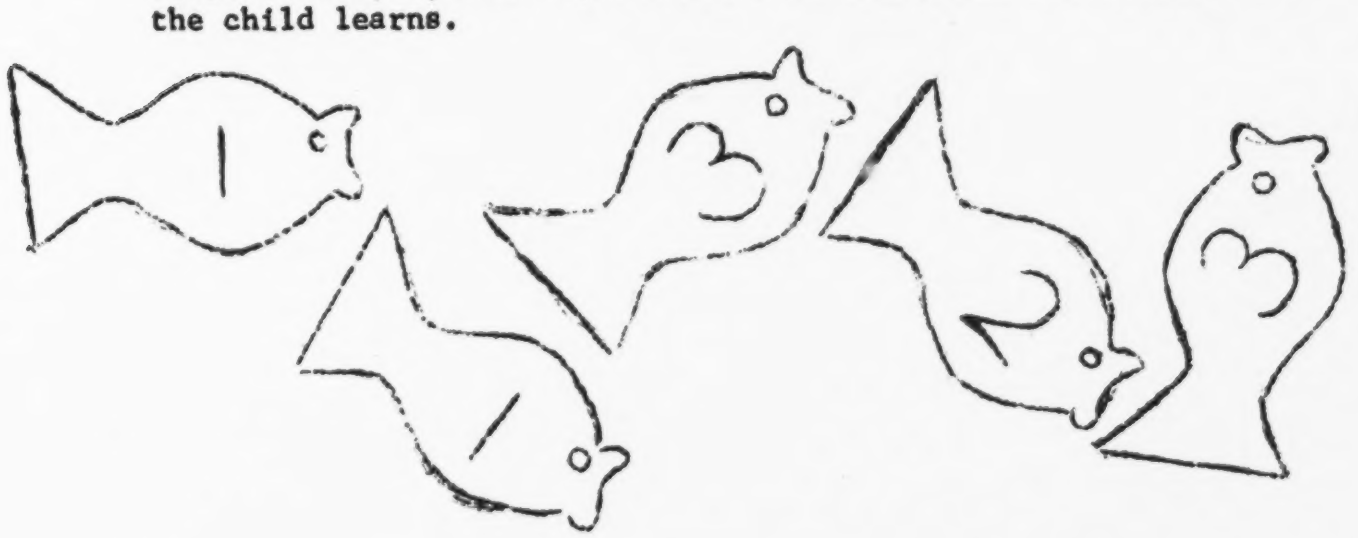


3. Shapes: Use another set of fish and trace each kind of shape on at least three fish. The color of the construction paper should be the same.



Start with circles, squares, and triangles and add others. Follow the same procedure you used with color fishing: first the child matches shapes, then you supply the shape names, then let the child try to supply names. He may keep the fish whose shapes he names correctly.

4. Numerals: Use the reverse sides of the "shape fish" for numerals. Start with 1, 2, and 3 (at least 3 of each) and add numbers as the child learns.



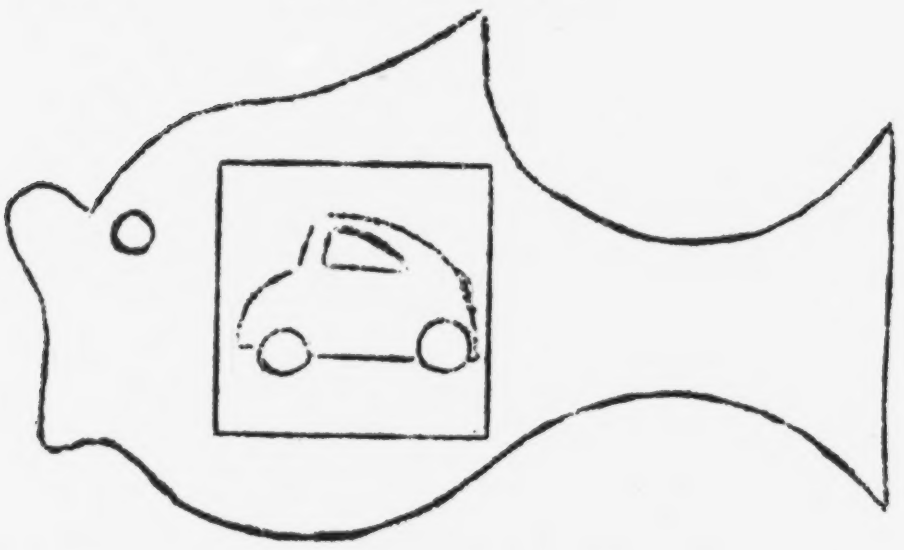
Follow the same procedure you used for color and shape "fishing."
a. Match numerals.
b. You name the numeral. Ask the child to find one like it.
c. Let the child try to name all of the numerals "This is a 2," "This is a 3," etc.

5. Categories: Use the "label" fish and add others so that there are at least two of each category. Some suggested categories are animals, toys, plants, buildings, vehicles, and food. Start out by asking the child to find all the things that are in the same category, e.g., all the vehicles, all the toys, etc. Encourage the statements, "These are vehicles... These are toys." Then let him fish for one at a time, naming the category each time: "This is a building," "This is an animal," etc. More difficult statements are, "This house is a building," "This elephant is an animal," etc.

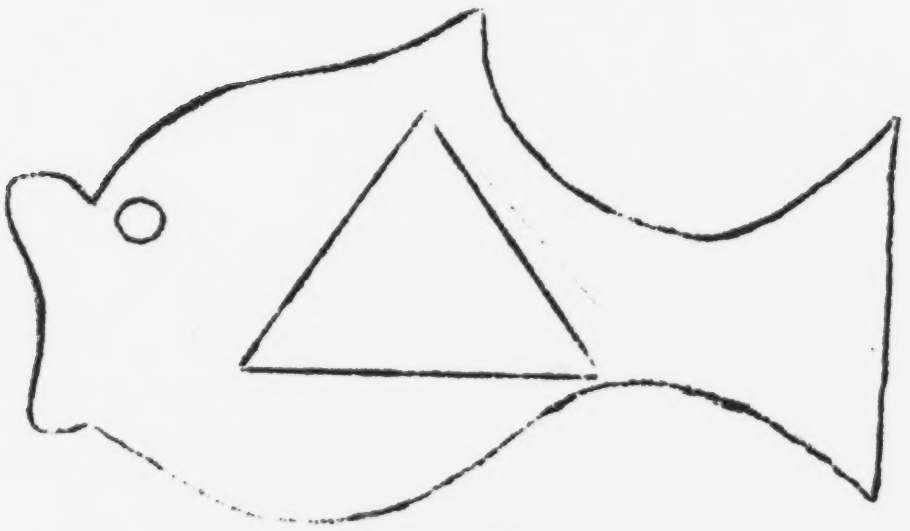
PS 005472

6. Combinations: Use the object fish; and this time the child must say two things about each fish in order to keep it, e.g., "This is a tree, and a tree is a plant," "This is a car and it's red," "This is a table, and it has four legs," etc.

Fish Game Patterns



Labels, Colors, Categories

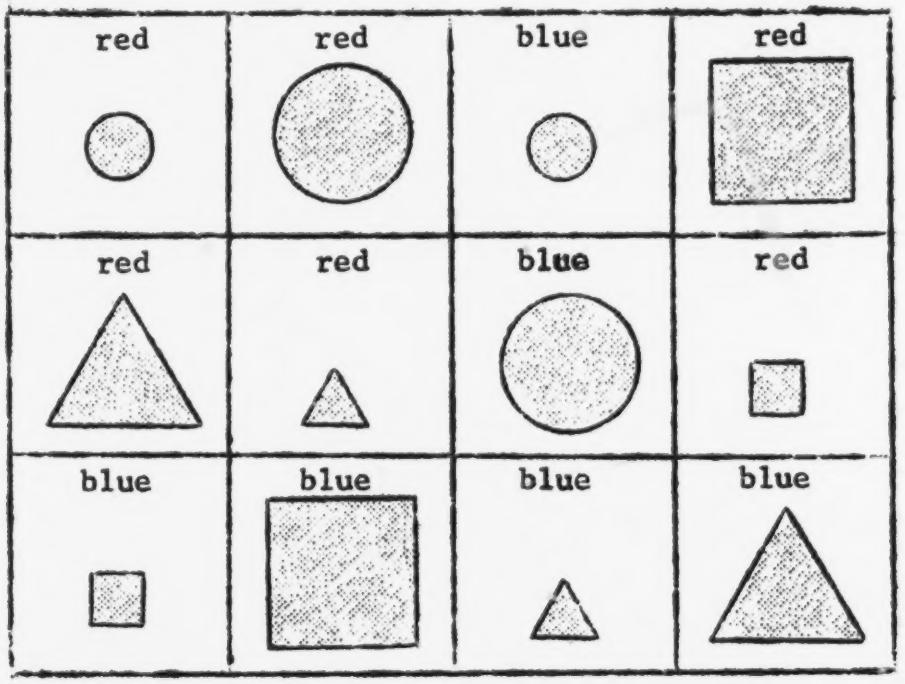


Shapes--front

Numerals--back

Shape Lotto No. 1

This shape lotto game of big and small circles, squares, and triangles can be played by an adult with one or more children.

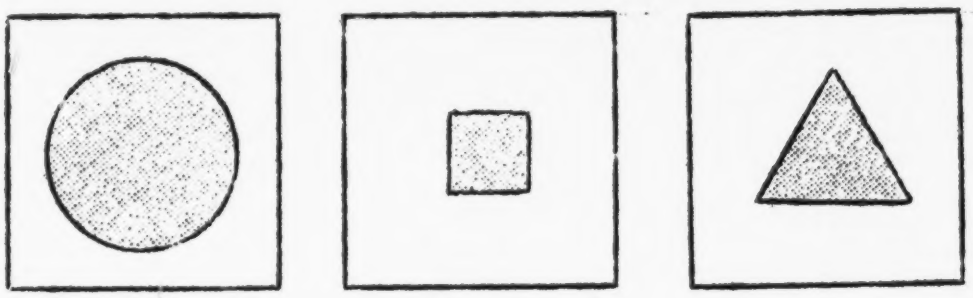


A. Objectives
   1. To have the child practice making discriminations based on shape, size, and color.
   2. To have the child associate the labels with the various stimuli used.

B. Materials (for one child)
   1. Two tagboards 12" x 9".
   2. Red and blue construction paper.
   3. Scissors.
   4. Paste.
   5. Ruler.
   6. Black marking pen.

C. Construction
   1. With a ruler divide both boards into 12 3" x 3" square sections. Outline the squares of one board with a black marking pen.
   2. Cut the other board into 12 3" x 3" squares.
   3. Cut 2 each of the following in red and blue construction paper.
      a. Circle 2½" in diameter.
      b. Circle 3/4" in diameter.
      c. 2" x 2" square.
      d. 1" x 1" square.
      e. Equilateral triangle 2½" per side.
      f. Equilateral triangle 1½" per side.
   4. Paste the shapes on the board, alternating the big and small shapes and the colors.

5. Paste the shapes on the tagboard squares.



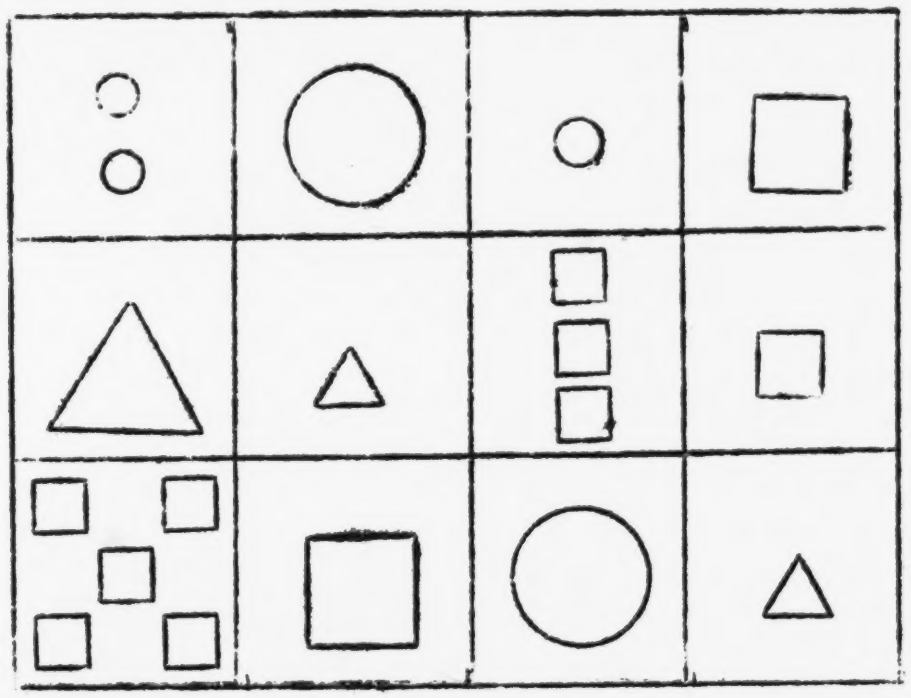
D. Procedure (for one child)

1. Have the child match the shapes on the card with the shapes on the board by saying, "Find me a big blue triangle and put it on top of the big blue triangle on the board. Good." "Find me a small red triangle and put it on the small red triangle on the board." Continue this until the board has been filled.
2. Another way to play would be to use just the cards. Ask the child to sort by shape, size, or color; i.e., "Put all of the big triangles in a pile," or "Put all of the small blue shapes in a pile," etc.

Note: This board can be used with a group of children. Refer to the group game section of this manual.

Shape Lotto No. 2

Here is a variation of a lotto game that can be played by the child alone, with another child, or with a group of children.



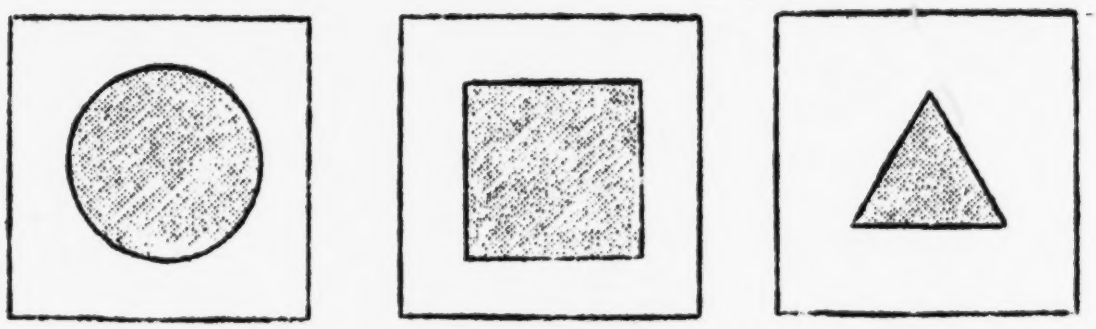
A. Objectives
   1. To have the child practice making discriminations based upon shape, size, color, and number.
   2. To have the child associate the labels with the various stimuli used.

B. Materials (for one child)
   1. Two tagboards 12" x 9".
   2. Red and blue construction paper.
   3. Scissors.
   4. Paste.
   5. Ruler.
   6. Black marking pen.

C. Construction
   1. With a ruler divide both boards into 12 3" x 3" square sections. Outline the squares of one board with a black marking pen.
   2. Cut the other board into 12 3" squares.
   3. Cut 2 of each pattern. Paste 1 pattern on the board and 1 on the card.

D. Procedure
   1. Sorting game: Have the child put all patterns of the same size, shape, or color in piles; i.e., "Put all the red shapes here," or "Put all the triangles here," etc.
   2. Matching game: Put the board in front of the child. Present 1 card at a time. Ask the child to find another (blue circle) and put the card on it, etc. Continue this process until the board has been filled. Correct labels for the cards should always be used.

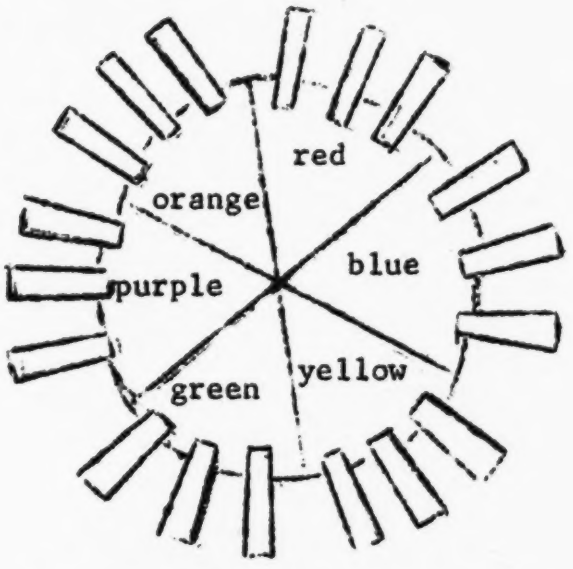
3. Group lotto game: Give each child a board. An adult holds the corresponding cards. She asks the children; "Who has the (small blue circle)?" The child who has it on his board gets the card. Continue this process, giving a complete label description of the card, until the board is filled.

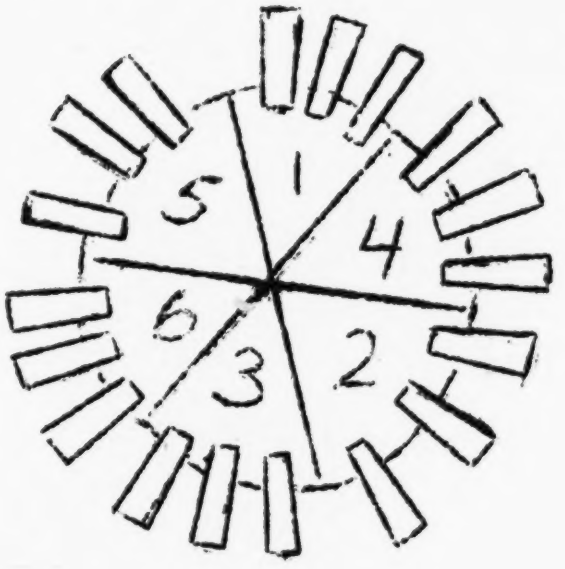


(Sample lotto cards)

Color--Number Wheel

This activity involves the matching of clothes pins to a color or number wheel, and may be played by the child by himself or with another child or adult.

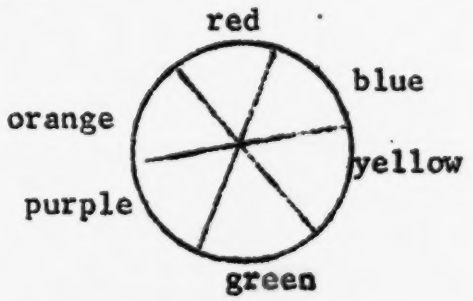




A. Objectives
   1. To learn to match and name colors.
   2. To learn to match and identify numerals.

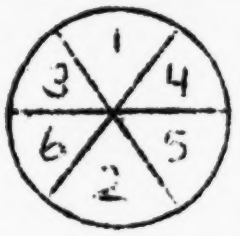
B. Materials
   1. Cardboard circle, 9" diameter, 4½" radius.
   2. Construction paper, six colors (red, blue, yellow, green, purple, orange) for six wedges and matching pieces for clothes pins.
   3. 18 snap wooden clothes pins.
   4. Black felt pen for marking numerals.

C. Construction
   1. For the color side, cut a 9" circle out of heavy cardboard.
   2. Divide the circle into 6 pie-shaped sections.
   3. Cut segments of the same size and of the 6 colors of construction paper and paste on cardboard.

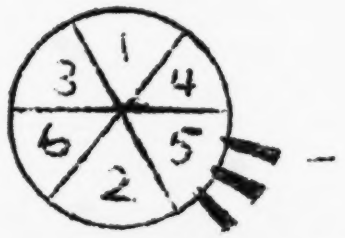


   4. Cut small pieces of matching colored construction paper and paste on each clothes pin, 3 clothes pins of each color.

5. Reverse the wheel and divide this side into 6 segments again. Be sure to make the lines to correspond with the segments on the color side.



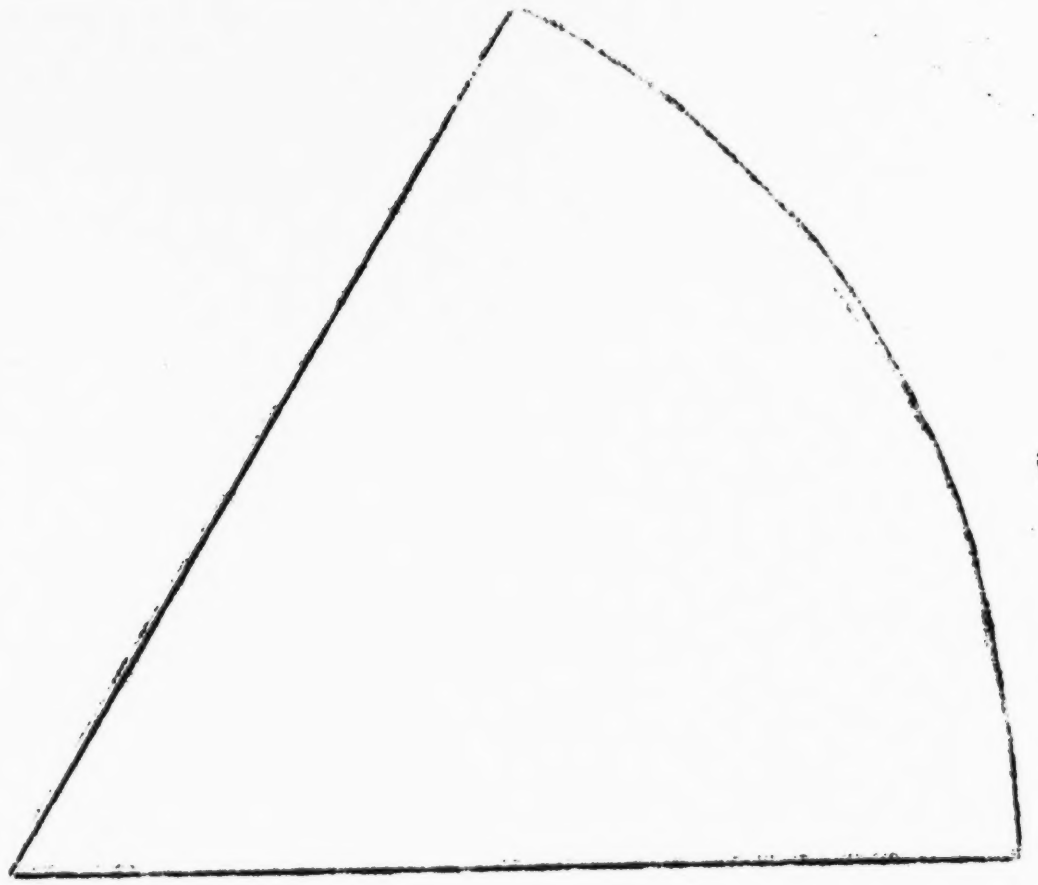
6. With a felt pen, print the numerals from 1-6 in the 6 segments, not in order.
7. Place the clothespins with the little color squares in correct position on the color side. Then turn the wheel over to the numeral side and print the corresponding numerals on the clothespins while they are still in position. So the 3 "red" clothespins should all have the same numeral, the 3 "blue" clothespins should all have the same numeral, etc.



D. Procedure
1. Mix all of the clothespins up on the table or floor.
2. If working on the color side, have the child pin each clothespin to the edge of the wheel at the appropriate color. Before attaching the clothespins, show him how to check the correctness of his choice by seeing if the numeral on the back of the clothespin matches the numeral on that side.
3. Follow the same procedure with the numeral side and numeral clothespins, checking the color side for correctness.

Variation
1. When 2 children are playing, you could divide the wheel into half. One half with 3 segments could be 1 child's side and the other half the other child's side.
2. Put all of the clothespins in a paper bag, and have the children take turns drawing out one at a time.
3. If the clothespin drawn from the bag is on the color or number side, he may clip it on. If not, he must return it to the bag.
4. Continue until one child's side is filled with 3 clothespins to a segment.

Color--Number Wheel Patterns



Make 6 segments of construction paper this size to fit a cardboard circle of 4½" radius.

1 2 3 4 5 6

Numerals this size should be printed on the numeral side.

Felt Doll and Flannel Board

This activity includes a doll and clothing cut out of felt and the child's own flannel board.

A. Objectives
   1. To give the child practice in naming some of the body parts and learning their location and function.
   2. To provide experiences in using the concepts of whole and part, i.e., "My finger is part of my hand."
   3. To give the child practice in grouping or categorizing the doll's articles of clothing.

B. Materials
   1. Heavy cardboard (or cardboard carton) 8" x 16".
   2. Red flannel yardage, 19" by 17", to cover cardboard.
   3. Masking tape to attach flannel to back of cardboard.
   4. Felt (tan, brown, red, light blue, dark blue, pink, white, or colors that you may have or that are available).
   5. Scissors, glue, felt pen.

C. Construction
   1. Cut flannel yardage 9" by 17"; cover board and overlap on back of board. Use masking tape to attach flannel to back of board.
   2. Trace the body parts and clothing onto the flannel (see patterns).
      Body parts--tan.
      Eyes--white.
      Hair and pupils--brown.
      Mouth--red.
      Boy's pants--dark blue.
      Boy's shirt--light blue.
      Girl's dress and ribbon--pink.

3. Cut out body parts and clothing, paste eyes and mouth on head. Draw eyebrows and nose on with black felt pen.

D. Procedure

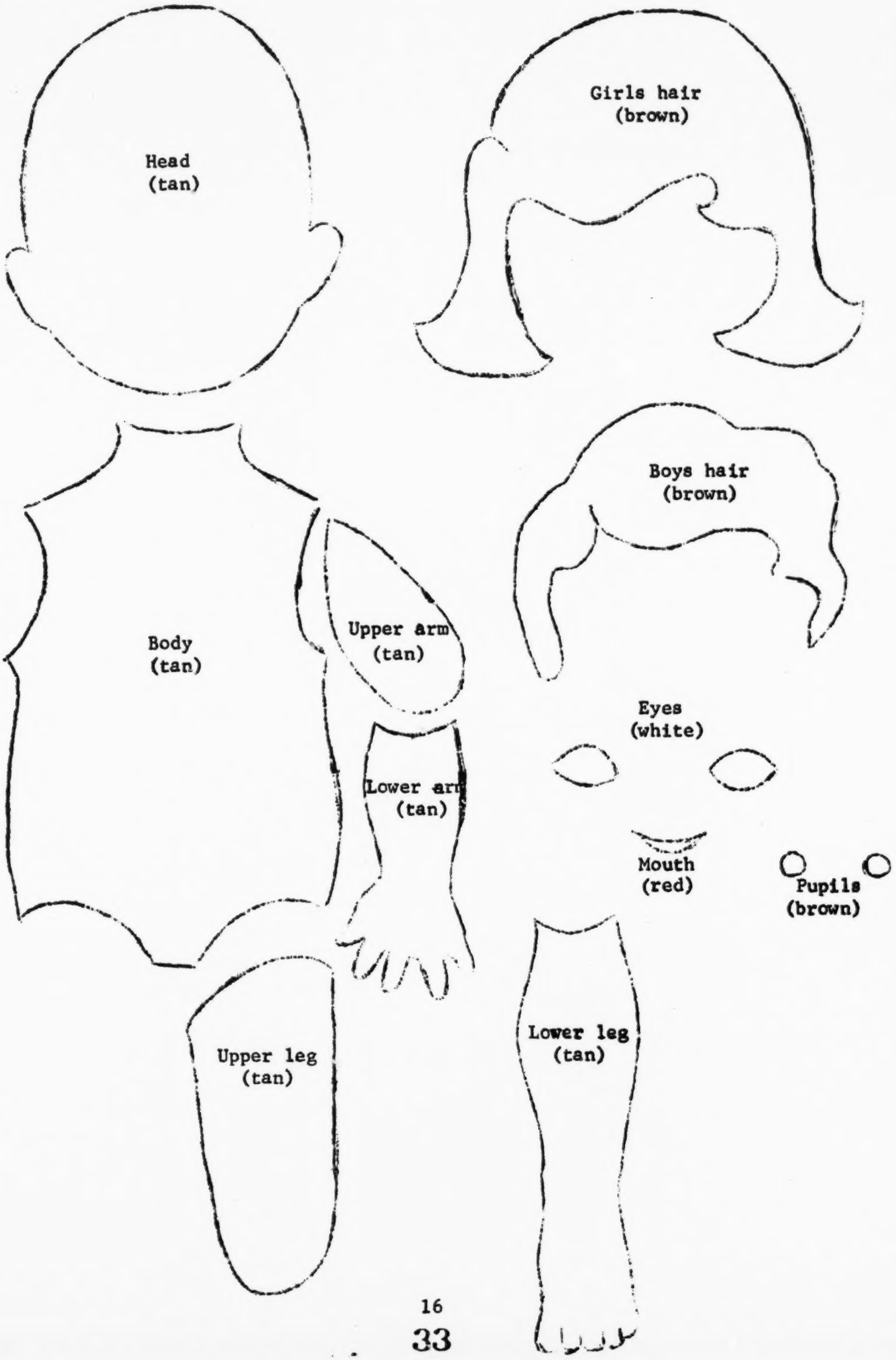
An adult should show the child how to put the doll together, asking him to name the body parts on the doll, helping him if he does not know them. Then have him point to his own body parts and name them. Ask, "What do we use to see with, carry things, walk, etc?

Note: Give child an envelope or box to keep the felt doll and body parts in.

Suggested uses for felt scraps that are left over from the felt dolls and clothing:

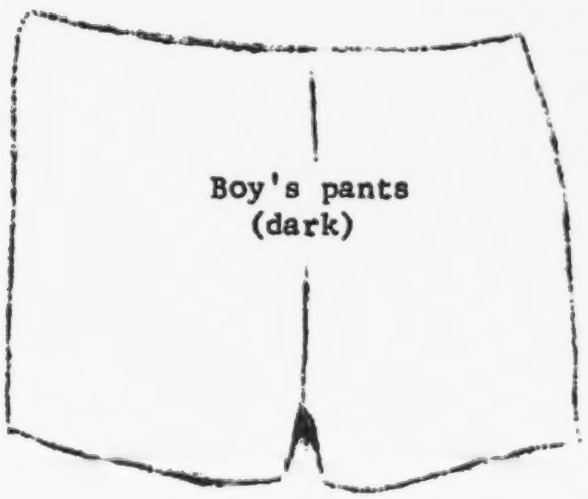
A. Make extra clothing for the doll.
B. Cut geometric shapes for the children to play with and to use in constructing pictures on their flannel board.
C. Cut shapes in many sizes and colors.
D. Cut numbers and letters.

(See patterns on following pages for felt doll and other miscellaneous shapes.)


Head
(tan)
Girls hair
(brown)
Boys hair
(brown)
Body
(tan)
Upper arm
(tan)
Eyes
(white)
Lower arm
(tan)
Mouth
(red)
Pupils
(brown)
Upper leg
(tan)
Lower leg
(tan)

Clothes for flannel dolls

Bow (pink)



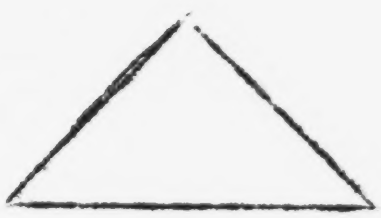
* Suggested activities for shapes that may be cut from flannel scraps:

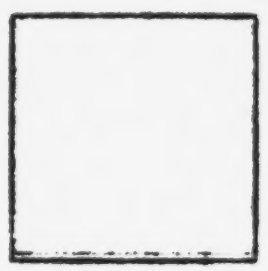
1. Put a combination on the flannel board. Find the 1 that is different.

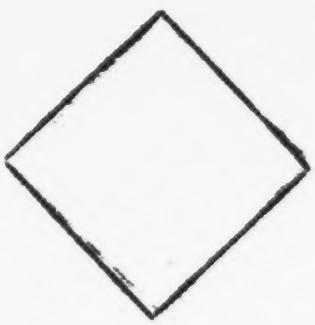
2. Put circles on the board and count them. Take 1 away and tell how many are left, etc.

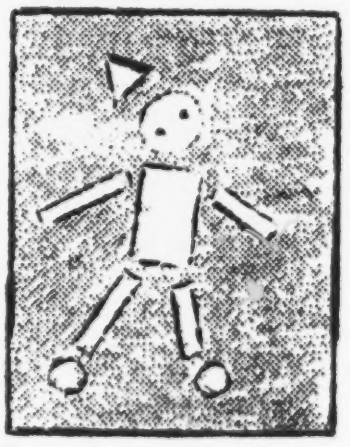
3. Make a single puzzle out of a large shape.

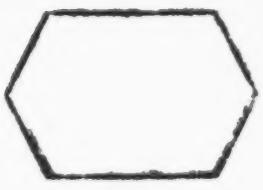
Additional suggested shapes, which may vary in color.





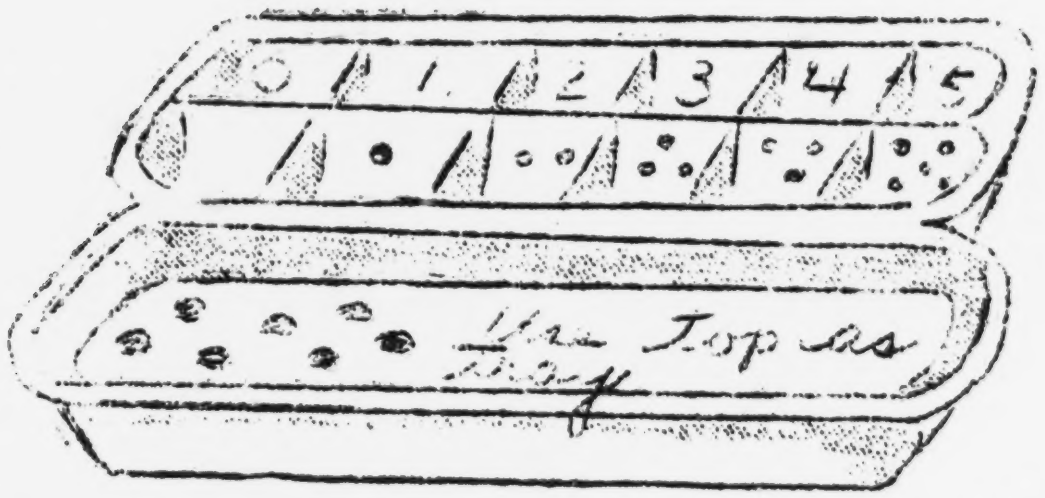






Counting Objects

An egg carton is used to practice the counting of objects.



A. Objectives
   1. To learn to count objects 1 at a time.
   2. To match numerals with the corresponding number of objects.

B. Materials
   1. Egg carton.
   2. Colored felt marking pens.
   3. Objects for counting (small pieces of coral, pebbles, marbles, buttons, large seeds, poker chips).

C. Construction
   1. With the cover section in front of you, write the numerals 0 to 5 on the outer wall of each of the 6 individual egg sections, using various colored pens.
   2. In the middle section, draw the corresponding patterns of large dots, using the same color as for the numbers.
   3. The cover is used as a tray to hold the pebbles.

D. Procedure
   1. Take 1 pebble and tell the child that you have 1 pebble; then point to the section that has 1 black dot and say, "This section has 1 dot. I'll put 1 pebble into the section that has 1 dot."
   2. Repeat for sections 2, 3, 4, and 5.
   3. Give the child 1 pebble and ask him to put it in the section with 1 dot. If the child cannot do it, repeat the first step so that he can be successful. If the child is able to perform the task successfully, proceed through 2-5. When the child reaches a point where he is unable to complete the task, help him by returning to step 1.

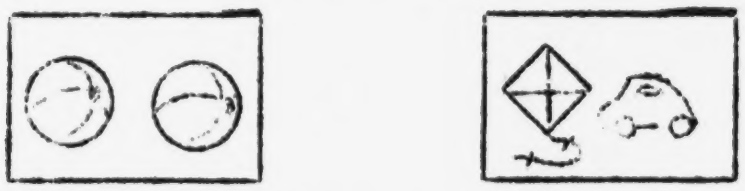
4. After he has been successful in putting the correct number of pebbles in the outside sections, introduce him to the other side by saying, as you hold 1 pebble in your hand, "This is 1 pebble, and this section (with the 1 dot) says 1 and this section (with the numeral 1) is another way of saying 1. Put a pebble in each section that says '1'." Repeat for other numbers 2-5 if the child is interested in continuing.
5. When the child understands about matching pebbles to the corresponding number of dots and numerals, let him practice using the egg carton and pebbles by himself.

Note: For extra practice in matching objects to numbers of dots, you can use domino blocks.

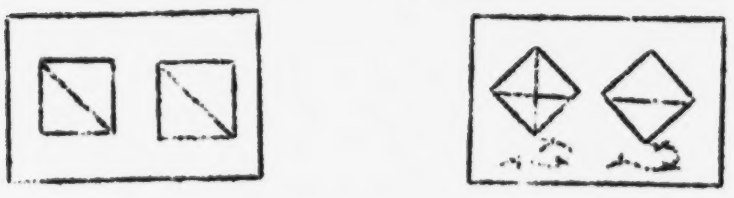
Same--Different

This game consists of 3 separate decks of cards. Each deck contains 10 cards, and each card has 2 objects on it. Five of the cards in each deck have objects that are the same, and 5 have objects that are different. One child may play by himself, separating the same and different cards, or 2 children may take turns and keep "score." (See Kite Score Board, p. 67)

Samples of Deck #1



Samples of Deck #2



Samples of Deck #3

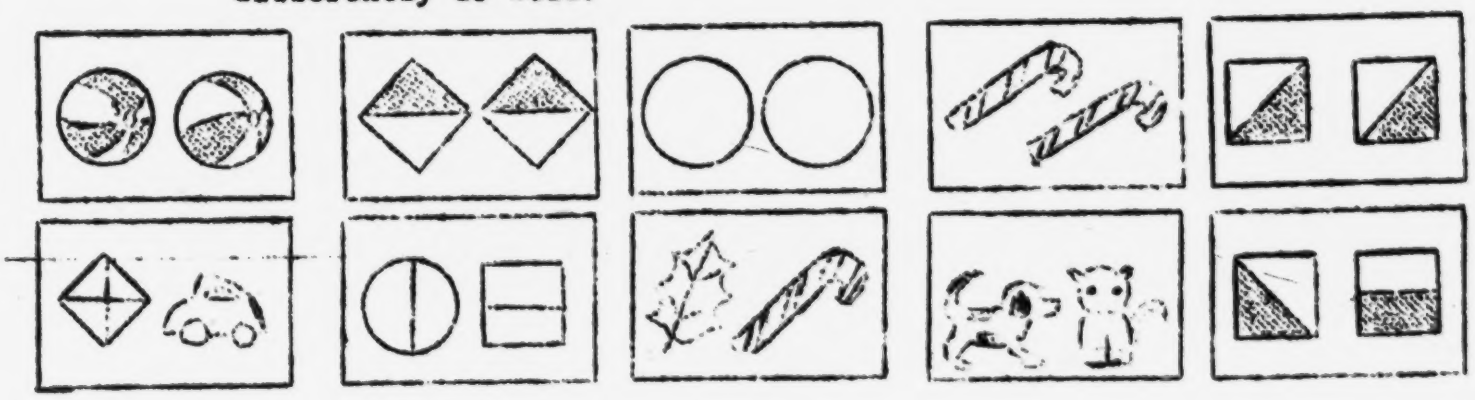
A. Objectives
   1. To develop the concepts of same and different.
   2. To provide practice in verbalizing these concepts.

B. Materials
   1. For each deck of cards, 10 index-size cards (3" x 5").
   2. Felt pens or crayons for drawing objects.
   3. Patterns for same--different cards.

C. Construction

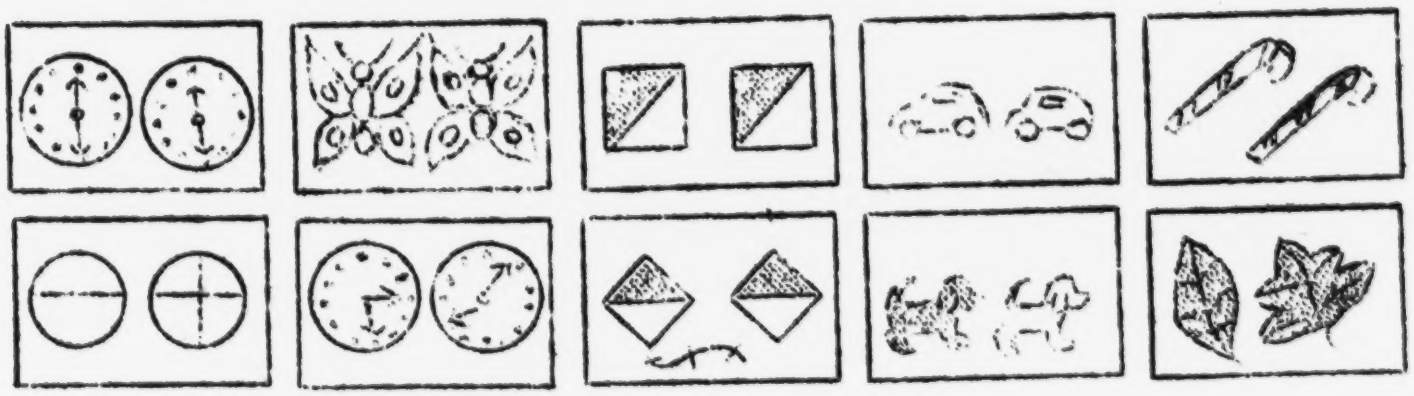
Deck 1 (easiest)

On 5 index cards, draw 2 objects that are the same. On 5 other cards, draw 2 objects that are different. Color the objects differently as well.



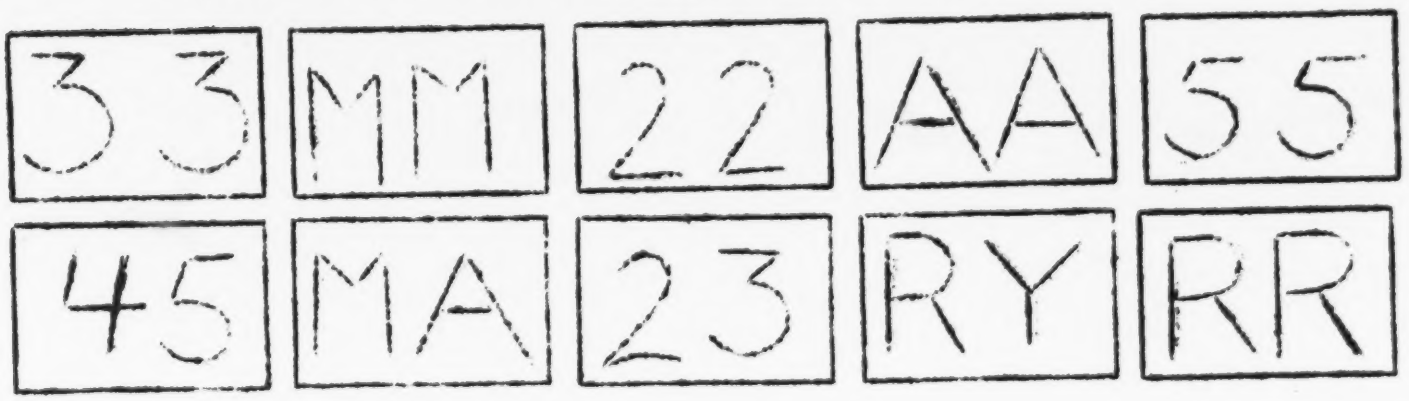
Deck 2

Follow the same procedure for the second deck.



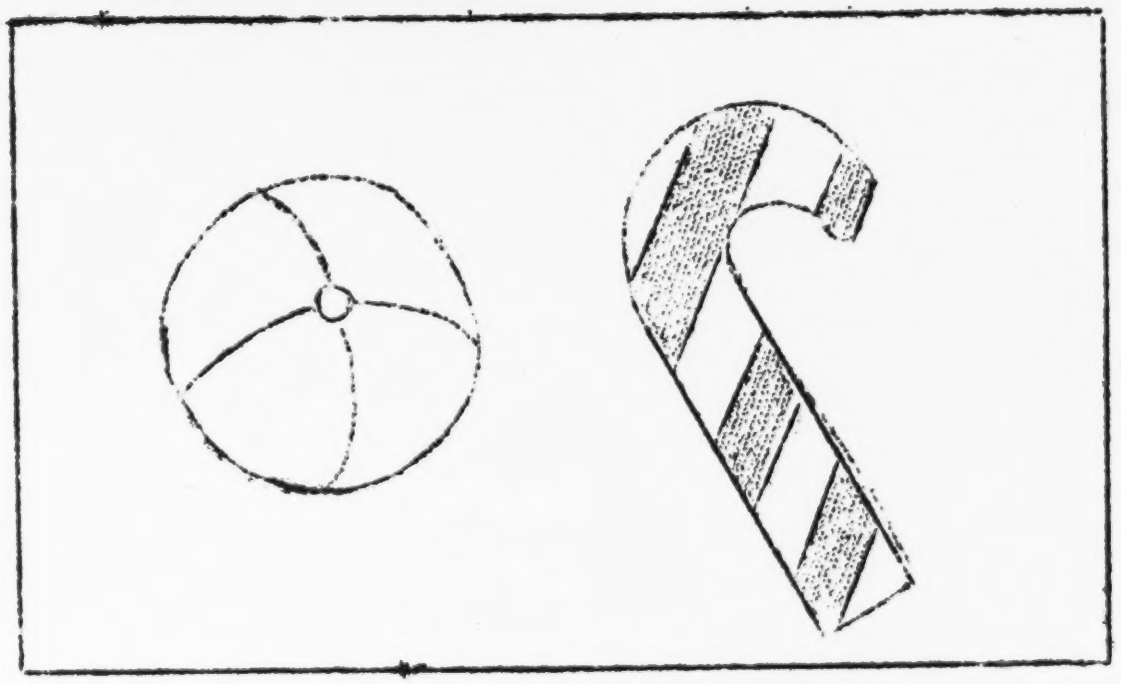
Deck 3 (hardest)

Follow the same procedure for the third deck.



D. Procedure

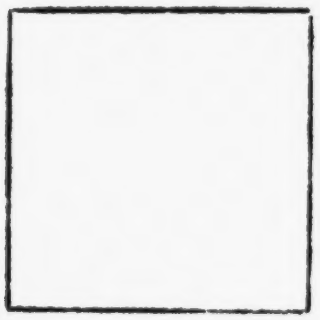
1. Show the child the "same" cards in the first deck and say about each object of a pair, "This looks the same as this, so we say they are the same."
2. Show the "different" cards and say about each object of a pair, "This doesn't look like this, so we say they are different."
3. Mix the cards and have the child practice telling whether they are the same or different.
4. After the child can give the correct response most of the time, introduce the second deck. After going through them once, mix both decks together (20 cards) and let the child try to make the discrimination for all of them, saying same or different each time.
5. After the child (or children) approach mastery of the 20 cards, add the third deck. With some children the final step may be reached in 1 session, while for others it may take several sessions. Be sure that the child feels successful and also that he feels that he is learning new and more difficult things.

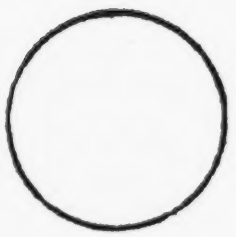


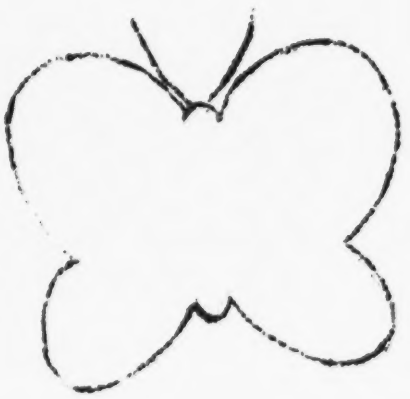
Patterns for Same--Different Cards
(sample card, actual size)

6. If the kite score board is used, as each child gives a correct answer, he moves his kite up one space. The first one to reach the sky wins.

Patterns for Same--Different Cards

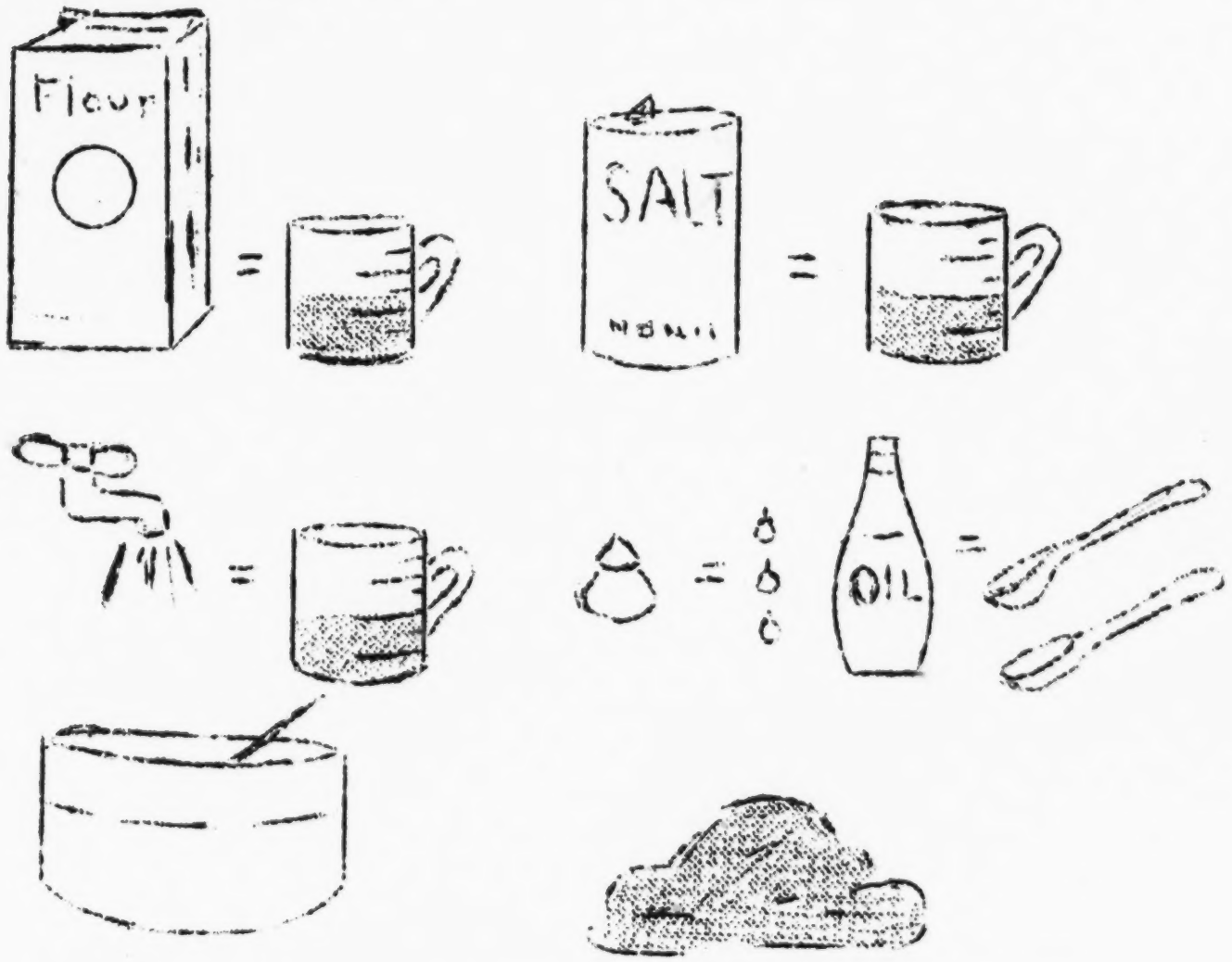






Making Play Dough

This is an activity to be undertaken by the mother and child together, and can be something fun to do on a rainy day. It involves the combination of certain materials, the playing with the dough, and the storing of it.



A. Objectives (emphasizing planning)
   1. To encourage the child to focus on a specific thing he wants to do.
   2. To enable him to think through each step necessary to do this thing successfully.
   3. To guide him in taking these steps and accomplishing his goal.
   4. To stimulate creative play.

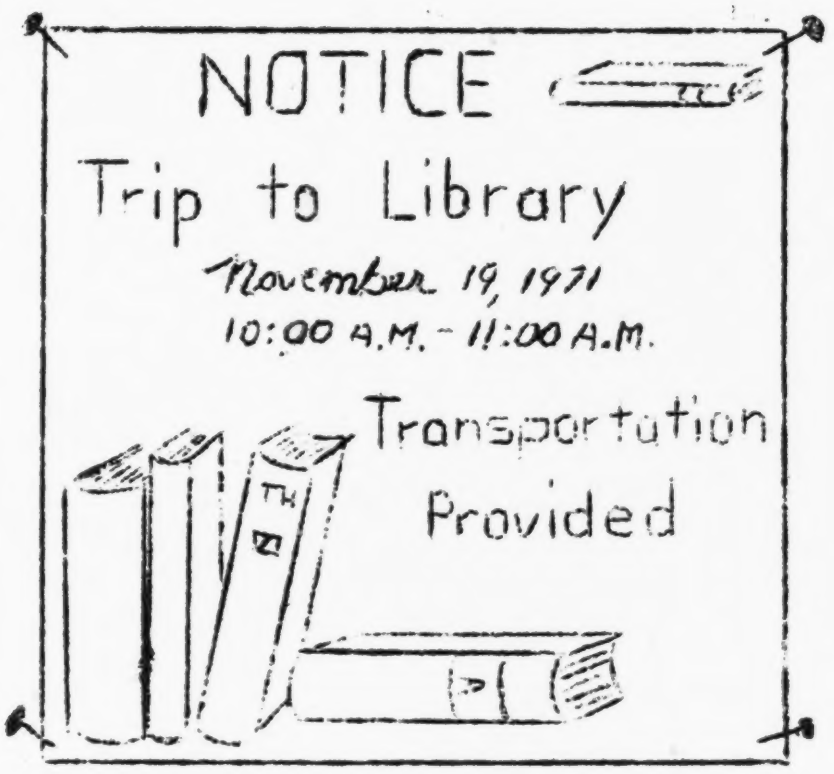
B. Materials
   1. 1 cup flour.
   2. ½ cup salt.
   3. 1/3 cup water (few drops of color added).
   4. 2 tbsp. oil.
   5. Bowl for mixing.

C. Procedure

1. Show the child the flour and salt and ask him if he would like to make some play dough. (He will say, "Yes.")
   a. Let him feel the salt and flour.
   b. Encourage him to describe how they feel (smooth, rough, soft...)
2. Discuss the steps that need to be taken to make the play dough, and then LET CHILD DO IT.
   a. Mix the flour and salt together in the bowl with hands.
   b. Add water (with food coloring) and continue to mix with hands.
   c. Add oil and continue to knead with hands until a dough is formed.
3. Discuss rules for playing with the play dough.
   a. Find a smooth area, preferably in the kitchen, where the child can sit comfortably while he is using the dough.
   b. Talk with him about why he may play with the dough here, rather than in the parlor, bedroom, or other area of the house. Encourage him to be responsible to come to this place each time he plays with it.
   c. Let him make or do with it anything he wants to-- roll it, press it, pound it, make something....
4. Discuss how to store the play dough so it may be used many times.
   a. Provide a container with a lid or a plastic bag with a fastener.
   b. Explain that each time after he has finished playing with his dough he should place it in the container, cover it tightly, and place it in the refrigerator, so it will keep fresh for him to use the next time.
   c. Provide a special corner in the refrigerator for him to put the clay in.
5. When the project is completed, review the steps:
   a. First you made the dough.
   b. Then you played with it in the place we decided.
   c. Then you put it in the container and in the refrigerator. Tomorrow you may play with it again.

A Trip to the Library

This is an activity which could involve one parent at a time, or a small group of parents, with the teacher or parent educator. They go to the library to meet the librarian and select and check out books. On some occasions, the trip should be made with the child accompanying the mother.

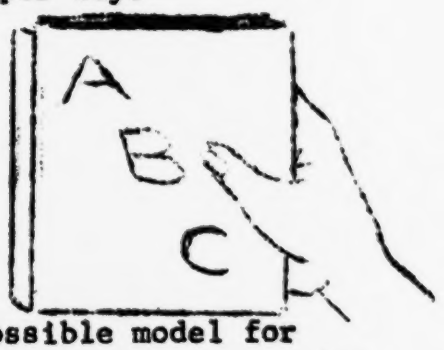


A. Objectives
   1. To familiarize the parent with the local library facilities and its personnel.
   2. To give the parent experience in checking out books.
   3. To demonstrate different ways to read a book.
   4. To emphasize the value of the close parent-child relationship possible while reading together.
   5. To show how a child's whole perspective can be enhanced as he reads about life beyond his immediate environment.
   6. To encourage the mother to model her own love for books so the child will develop a similar attitude.
   7. To teach about the handling and care of books.

B. Procedure
   1. Arrange a time with the local children's librarian when she can meet and spend some time with the mothers.
   2. Arrange for baby-sitting for younger siblings. Some librarians will help with this, providing a room and staff to entertain them while the mothers are there.
   3. Talk to the librarian about presenting a variety of children's books, and ask her to demonstrate various ways of reading them to

young children. Some suggested ways are 1) looking through a book at just the pictures first; 2) reading some, but not all of the printed material; 3) reading the story through, encouraging the child to discuss the pictures; 4) letting the child tell the story back to you, "reading" the pictures.

4. If possible, have either a teacher or librarian read a story to a child, especially emphasizing the warm personal relationship this affords.
5. Discuss together how to handle books, i.e., being sure to have clean hands and turning the pages in the proper way.

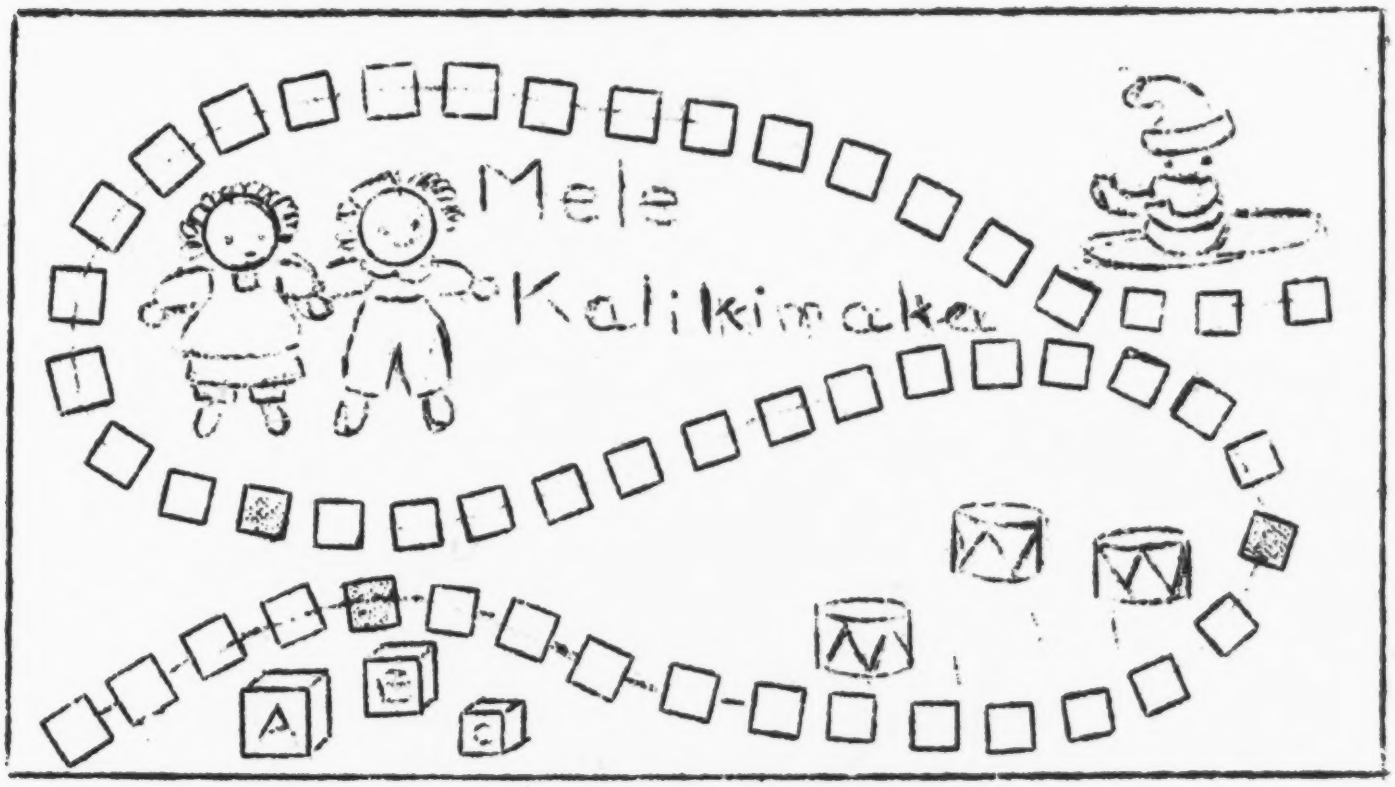


The mother herself will serve as the best possible model for establishing good attitudes towards books. Her appreciation for them and her careful handling will be quickly discerned by the child. A special place to keep books should be decided upon by the parent and the child.

6. Give the mothers an opportunity to select several books, and then demonstrate how to check them out.
7. Emphasize the need for prompt return of books that are due, and encourage an ongoing library experience.

Mele Kalikimaka
(Merry Christmas)

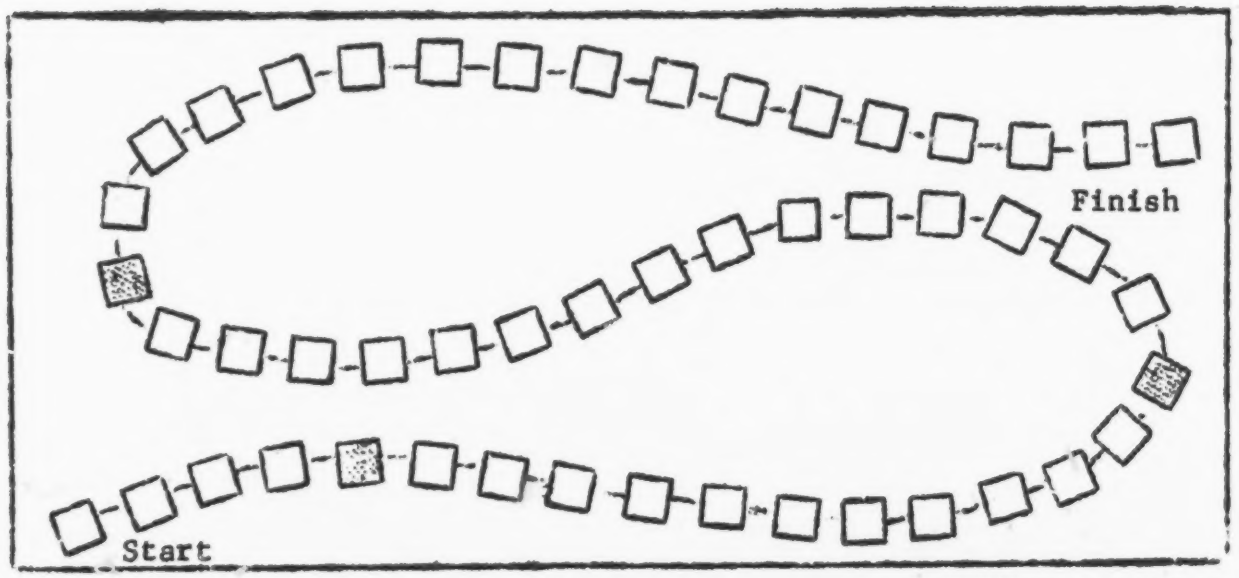
This board game makes a nice Christmas present for the whole family. It not only is fun, but also helps the child in the recognition of colors and counting units. If this game is made at another time of the year, the Christmas parts of it can be changed.



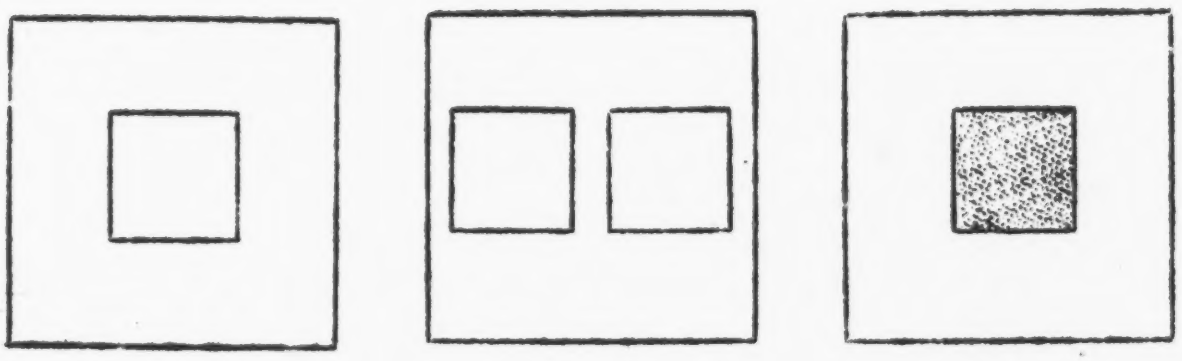
A. Objectives
   1. To teach the naming and matching of colors.
   2. To practice the counting of units as the child moves a marker.

B. Materials
   1. Deck of cards (2" x 3").
   2. Construction paper--red, yellow, orange, green, blue, purple, black.
   3. Scissors.
   4. Paste or glue.
   5. Marking pens.
   6. Tag board 12½" x 22½" (half a sheet).
   7. Cotton.

C. Construction
   1. In pencil, outline a curving path, starting at the lower left corner of the tagboard and ending in the upper right part at the site of Santa's surfboard.



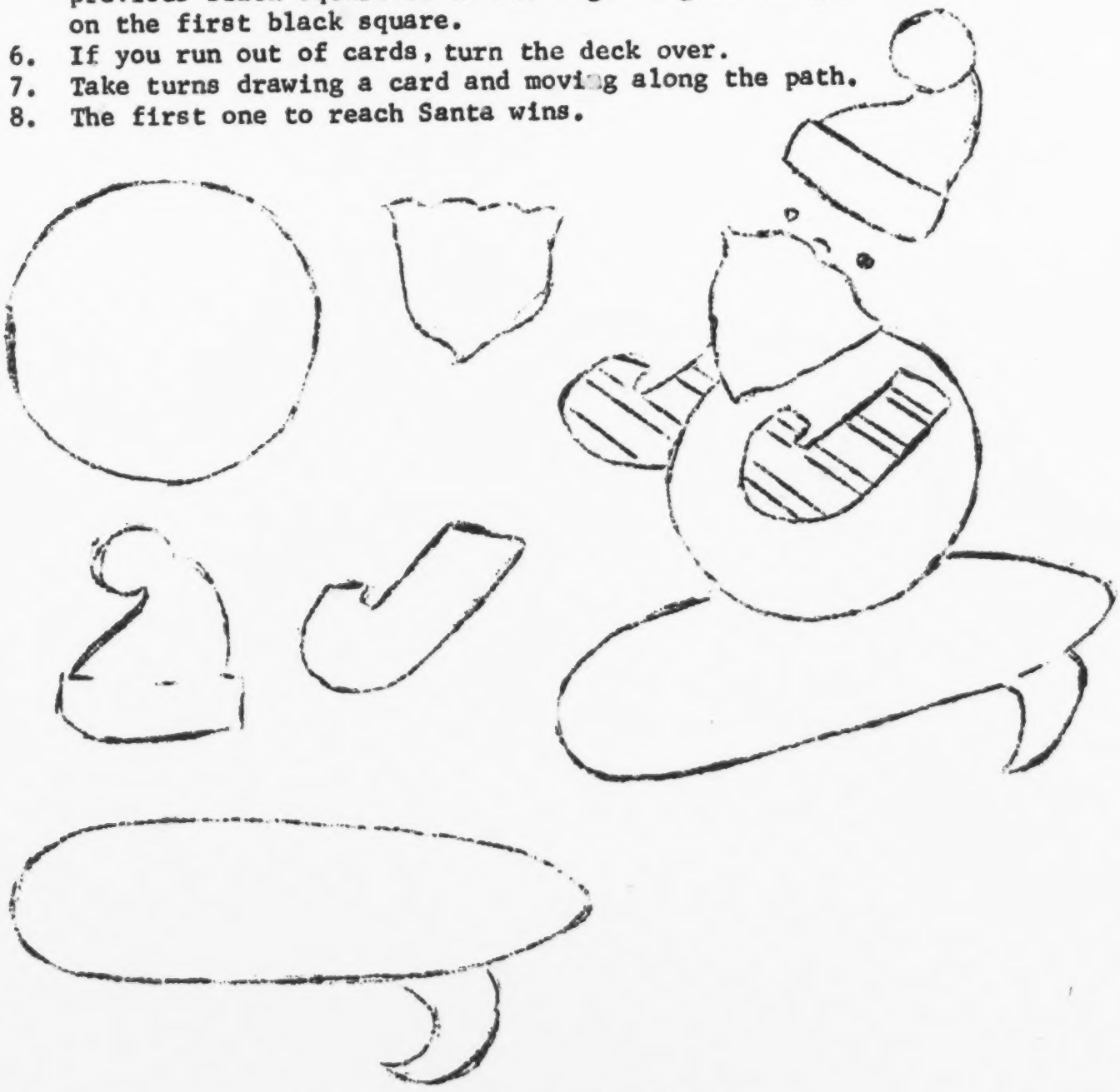
2. Cut 1" squares of red, yellow, orange, green and blue construction paper (24 of each color). Cut 6 black 1" squares.
3. Paste 10 squares of each color on the path, varying the colors. Place the black squares as indicated.



4. Write Mele Kalikimaka, Start,and Finish as indicated. Connect the squares with a single black line.
5. Color the pictures of toys with the felt pens and paste them by the black squares. Make Santa on the surfboard.
6. To make the deck of cards, paste 1 square on each card (8) cards per color). Make 2 cards with 2 squares of the same color for each color.
7. Make 3 cards with black squares.

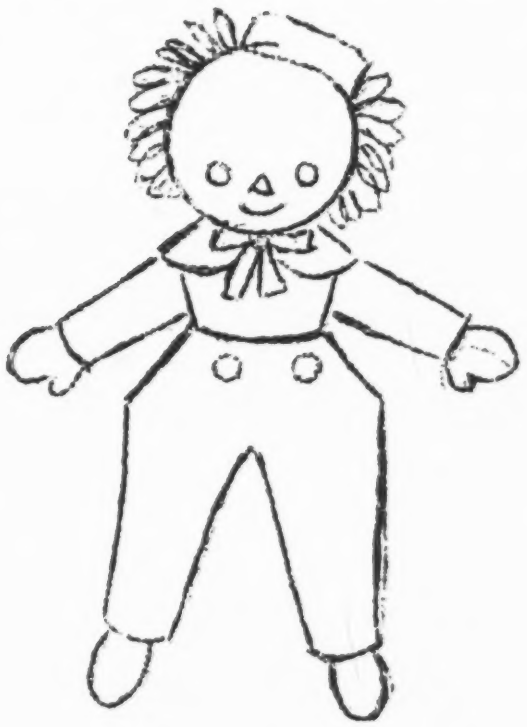
D. Procedure

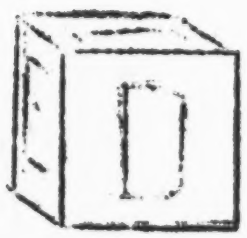
1. Two or more persons can play.
2. Each person selects a Marker (button, bottle cap, etc.).
3. Shuffle the cards; place them face down on the table.
4. Select a card, say the color, and count the squares as the player moves to the first square on the path that matches the color on his card. The card with 2 squares is a bonus card. Proceed to the second square of that color.
5. If the player picks up a black card, he must move back to the previous black square or to the beginning of the game if he is on the first black square.
6. If you run out of cards, turn the deck over.
7. Take turns drawing a card and moving along the path.
8. The first one to reach Santa wins.

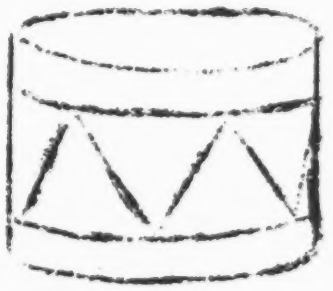


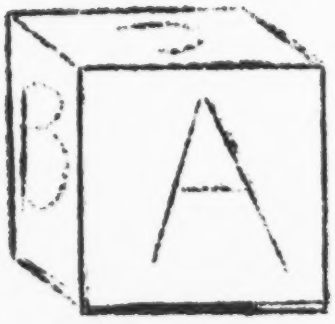
Patterns for Mele Kalikimaka

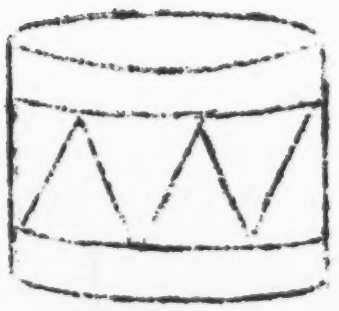
Patterns for Mele Kalikimaka Game





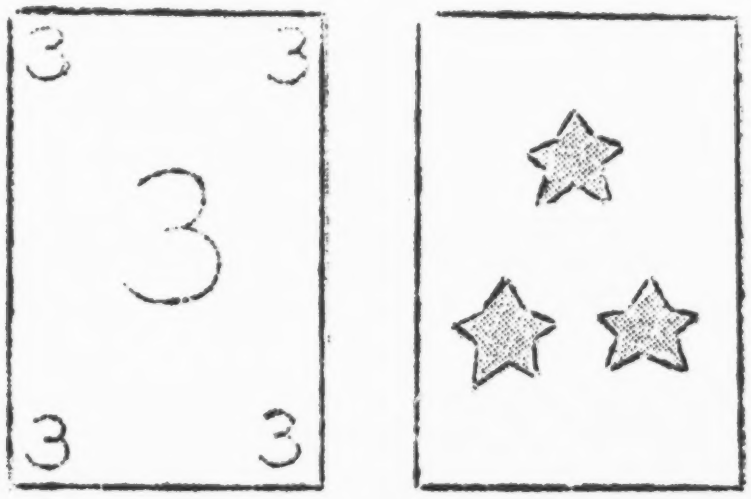






Number--Star Card Game

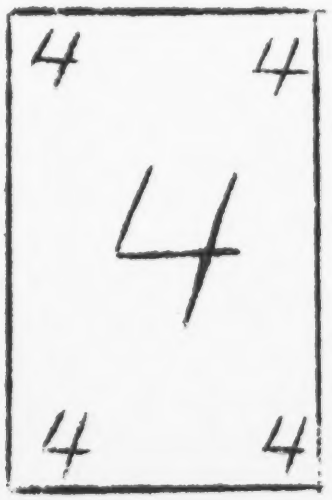
This set of cards is simple to make and can be used for 2 different card games. One side is a number matching game and the other side is used for pattern matching.



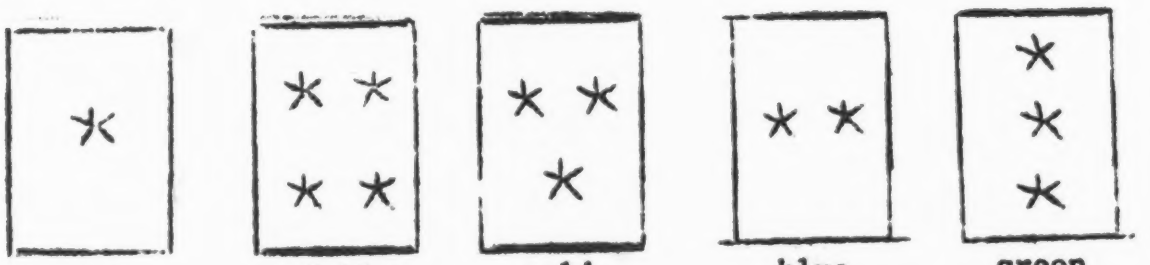
A. Objectives
   1. To provide practice in recognizing the numbers 1-10.
   2. To give children an opportunity to enjoy the use of numbers.
   3. To practice pattern matching.

B. Materials
   1. Deck of 20 cards (half-size file card 2½" x 4" or regular playing card size).
   2. Colored, gummed stars (available at a dime store or stationery store).
   3. Marking pens.
   4. Scotch tape.

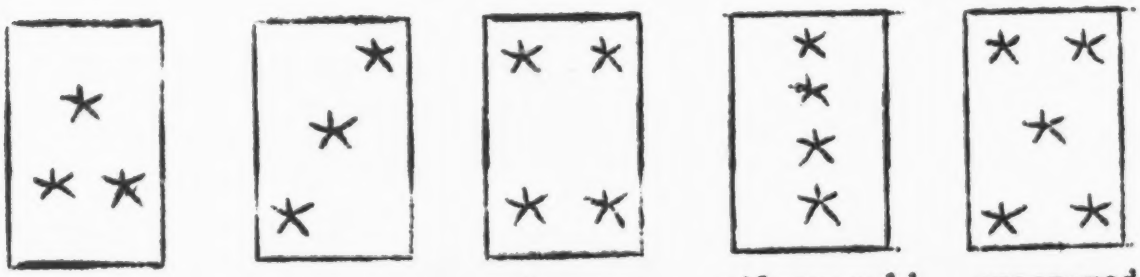
C. Construction
   1. With a marking pen write a large numeral (1-10) in the middle of each card. Write the same numeral in smaller print in each corner.



2. On the other side of the card, paste the stars in the various patterns. Make 2 of each pattern.



red | red-blue | gold | blue | green
blue-red



silver | green | red-green
green-red | silver-gold
gold-silver | green-red
silver
blue-gold

3. Use scotch tape to secure the stars on the cards (or laminate if possible).

D. Procedure

Number Game Cards

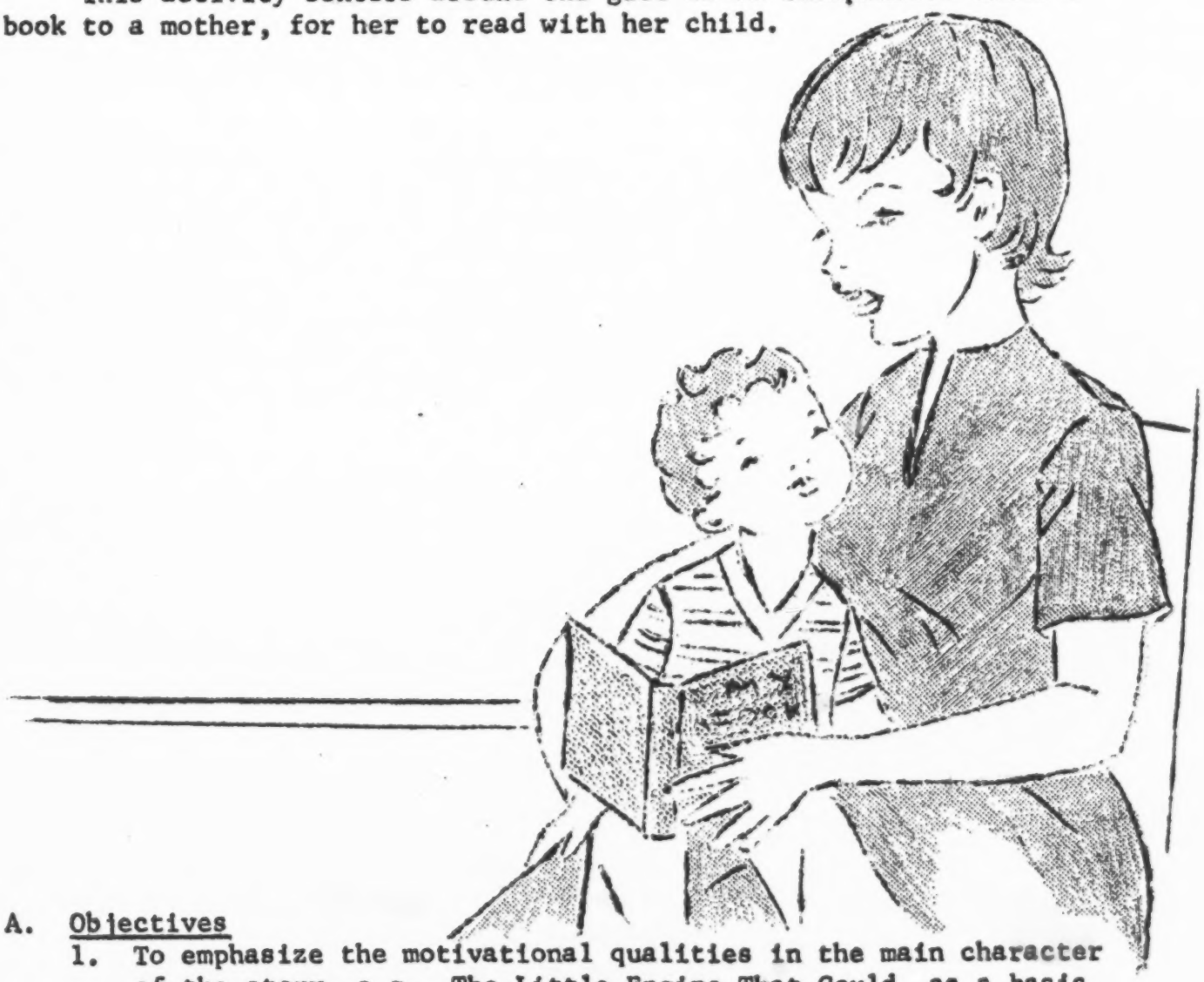
1. Shuffle the cards and deal 5 cards to each player. One card should be placed number side up on the table and the rest of the deck placed face down.
2. Each player should place pairs of the same number face down on the table in front of him.
3. The players take turns picking up 1 card at a time from the deck, trying to match it with a card held in their hands. Matched pairs are then placed on the table and 1 card is discarded. The players may choose from either the discard pile or the deck as the game proceeds.
4. The first 1 to match all of his cards is the winner.

Pattern Game (stars)

1. Deal 5 cards to each player and have each player lay them, star side up, on the table.
2. The cards remaining in the deck should be placed in a pile, star side down. Next to that pile, place 1 card, star side up.
3. Each player should look for matched pairs and put them in a separate pile.
4. To begin the game, a player should pick up a card, look for matched pairs, then discard 1 card. Players may pick from the discard pile.
5. The first 1 to match all of his cards is the winner.
   Note: It may be necessary to hide your cards from the view of the other players.

The Child's Own Story Book

This activity centers around the gift of an inexpensive child's book to a mother, for her to read with her child.



A. Objectives

1. To emphasize the motivational qualities in the main character of the story, e.g., The Little Engine That Could, as a basis for discussion.
2. To further joint interest of the mother and child in reading together.
3. As a follow-up to the library activity, to give practice in reading a story in different ways.
4. To give the child a sense of pride in owning another book. (His name should be printed inside.)

B. Materials

A simple child's book, either presented to the mother as a gift or made available for her to purchase. If motivational concepts are being emphasized, some suggested books are The Little Engine That Could and Rudolph the Red-Nosed Reindeer, both published by Golden Press, New York.

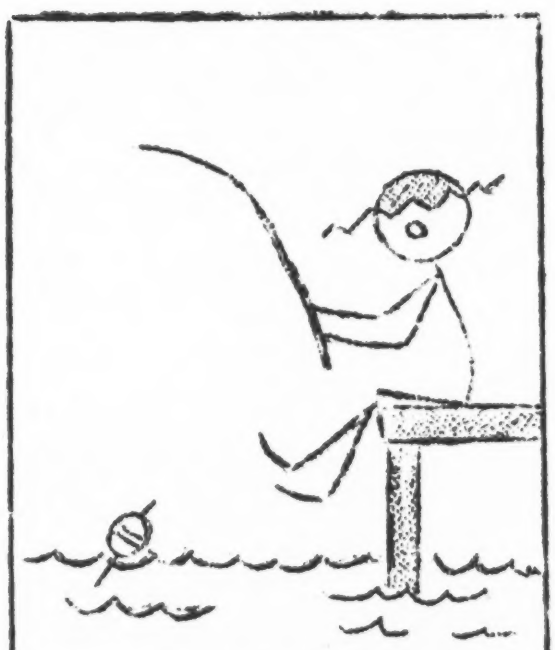
C. Procedure

1. Present the book to the mother, reading it through once quickly with her so that she knows the story.

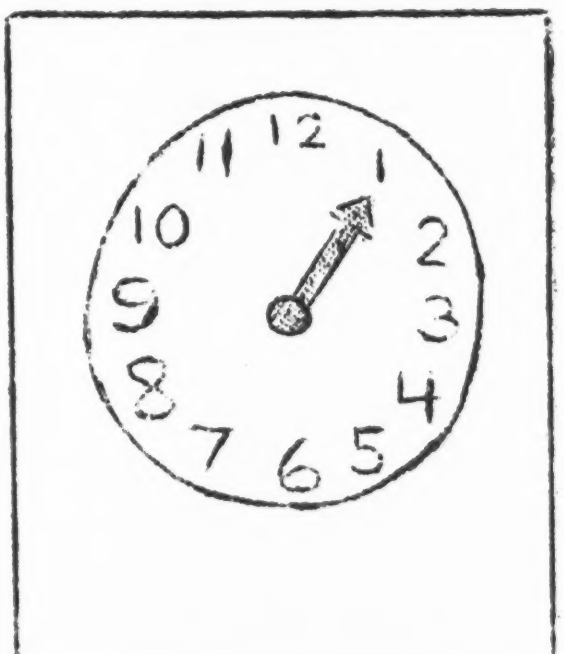
2. Bring out motivational concepts, by asking questions: "What did _____ want to do more than anything?... What did he do?"
3. Ask the mother to go through the book as she would with her child, bringing out motivational concepts as well as other things, e.g., number, size, color, action, etc.
4. Suggest that she plan a special time to give the book to her child, when they can sit down together and read.

What's Missing?

This is a game consisting of 20 cards. Each card has an object on it that has 1 missing part. The child learns to identify all the missing parts. An adult should play this game with the child at first, to be sure all missing parts are correctly identified.



(fishing line missing)



(hand of clock missing)

A. Objectives
   1. To help the child to make very specific observations by finding the missing element.
   2. To review the concept of whole--part.

B. Materials
   1. 20 cards, made of half-size file cards, 2½" x 4", or tagboard.
   2. Pencil and felt pen for drawing figures.
   3. Patterns for What's Missing cards.

C. Construction
   1. Prepare the game cards as half-size file cards (2½" x 4").
   2. Make the simple drawings with a pencil first.
   3. Trace with a black felt pen.

D. Procedure
   1. Put the deck of What's Missing? cards upside down on the table.
   2. The player draws a card and tells what is missing. If he correctly identifies the missing part, he may keep the card.
   3. Continue until all cards have been drawn.
   4. If a child cannot identify the missing part on a card, point out to him what it is, identifying it, and return that card to the deck to be drawn again. If 2 are playing and 1 child cannot name the missing part, give the second child a turn to answer. If he is successful, he may keep the card and take another turn.

5. The winner is the one with the most cards.

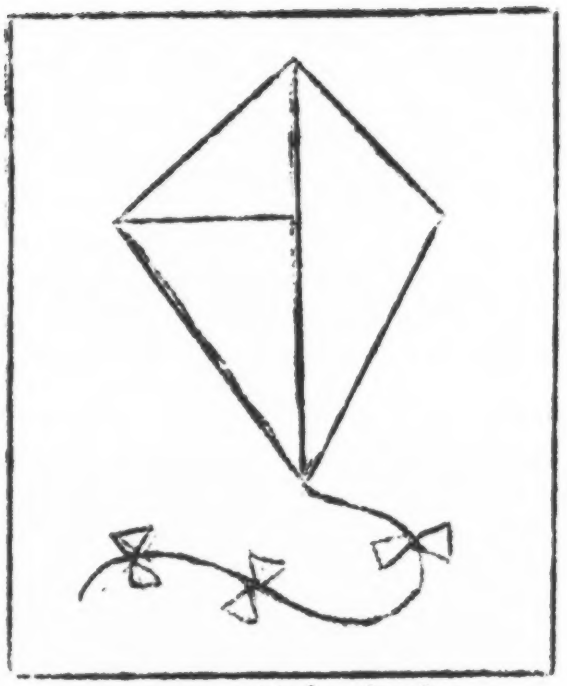
E. Construction of What's Missing? Deck

1. Cut twenty 2½" x 4" cards from tagboard.or cut a file card in half.
2. Draw the following pictures on the cards with pencil and then trace with a black felt pen. Color some of the objects, such as the car, cone, house, pitcher, kite, water.
3. Prepare a list of the objects and the correct names for the missing parts. Do not print them on the cards.

cat--whiskers	pants--cuff
kite--cross-stick	bird--leg
sweater--buttons	dress--collar
shirt--sleeve	girl--pigtail
chair--leg	house--roof
glasses--temple	kite--string
face--mouth	cup--handle
star--point	car--wheel
body--leg	fish pole--fishing line
bow--end of bow	clock--hand

F. If the kite score board is used, the child moves his kite up one space every time he can name the correct missing part. The first 1 to reach the sky wins. (See Kite Score Board, p. 67)

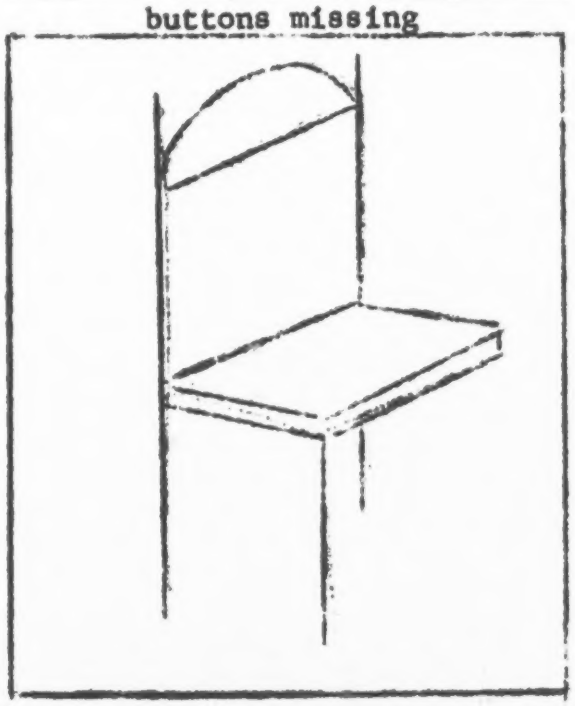
whiskers missing



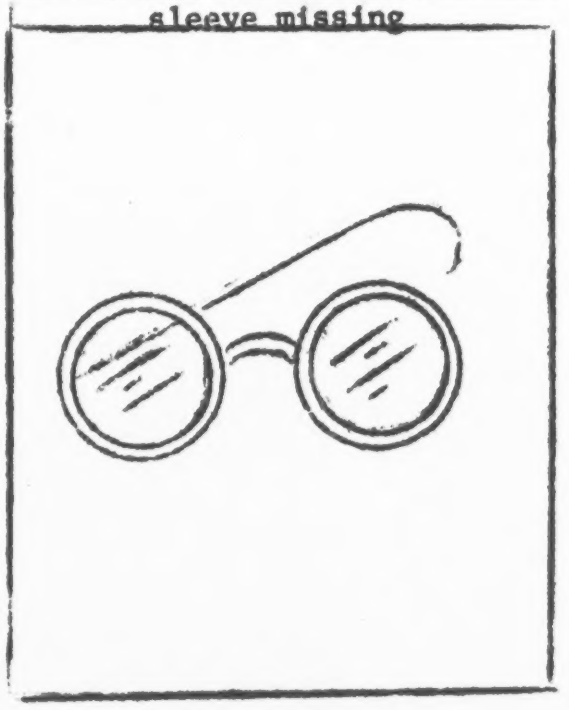
cross-stick missing

buttons missing

sleeve missing



leg of chair missing

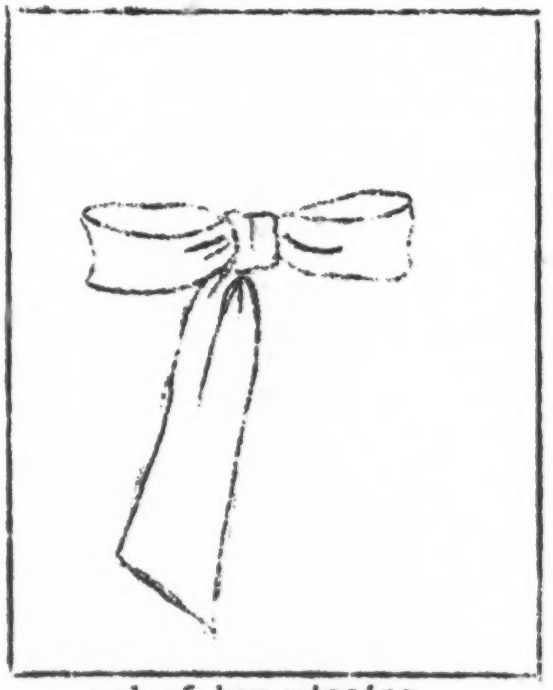


temple missing

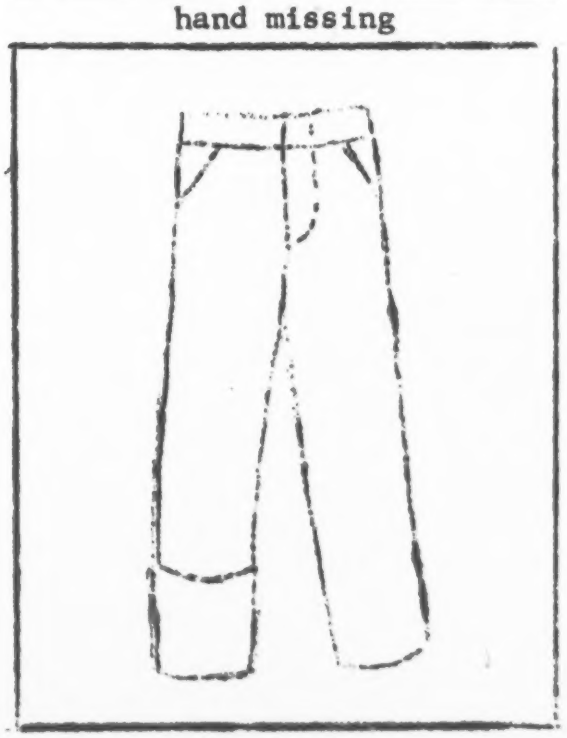
mouth missing

point missing

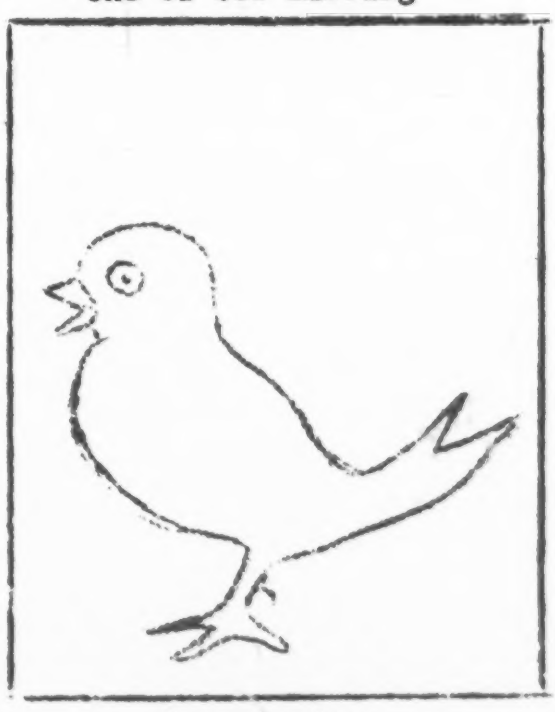
hand missing



end of bow missing



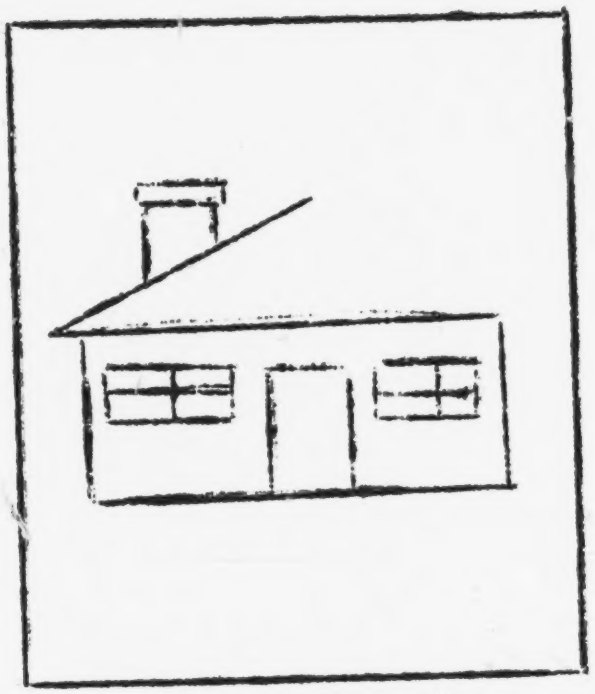
cuff missing



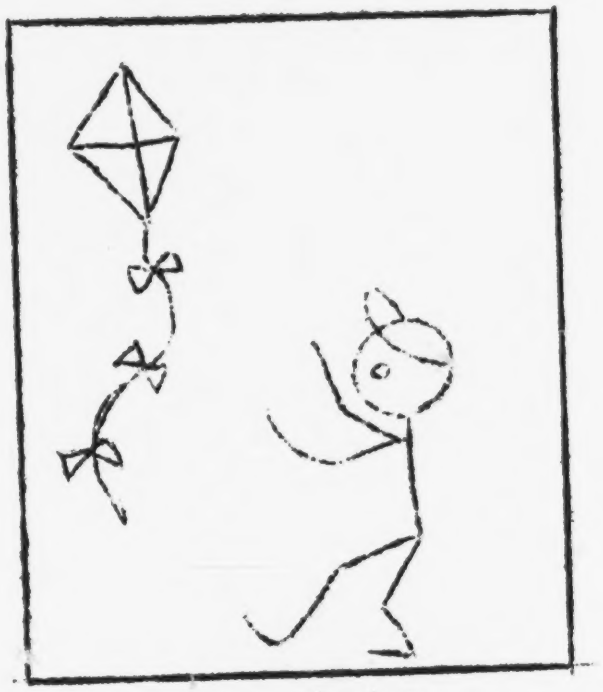
leg missing

half of collar missing

pigtail missing

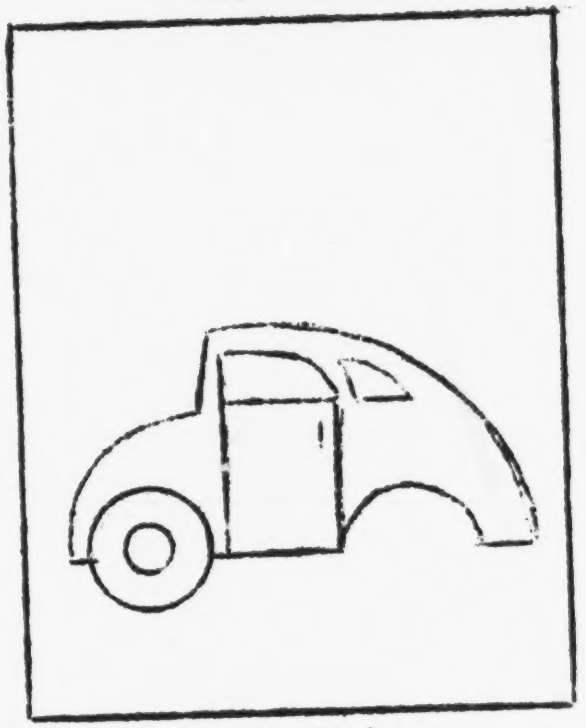


half of roof missing



string missing

handle missing



wheel missing

Jello Activity

The making of Jello by the child and mother at home can be most rewarding to the child. This activity should be helpful in the develcpment of self-confidence, since the child does the actual "making" of the Jello and the whole family enjoys the eating.

A. Objectives
   1. To have the mother and child plan, and then carry out the plan.
   2. To give the child experience with a measuring cup. If a measuring cup is unavailable, look for a can that has 8 oz. marked on it.
   3. To talk about color, taste, temperature, amount, and consistency.

B. Materials
   1. 6 oz. box of Jello.
   2. Bowl.
   3. Measuring cup.
   4. Large spoon.
   5. Hot and cold water.
   6. Paper cups, serving bowls, or mold.

C. Procedure
   1. Read the directions for making the Jello to the child.
   2. Discuss with the child what is needed to make Jello, such as bowl, measuring cup, spoon, and water.
   3. Again read the directions to remind him of the steps involved in making the Jello. Have the child...
      a. put the dry Jello in the bowl.
      b. boil and measure 2 cups of hot water.
      c. add the hot water to the Jello.
      d. stir with the spoon until dissolved.
      e. add cold water and stir.
      f. pour the same amount of Jello into each cup.
      g. put the Jello into the refrigerator till set.
      h. serve it to the family.

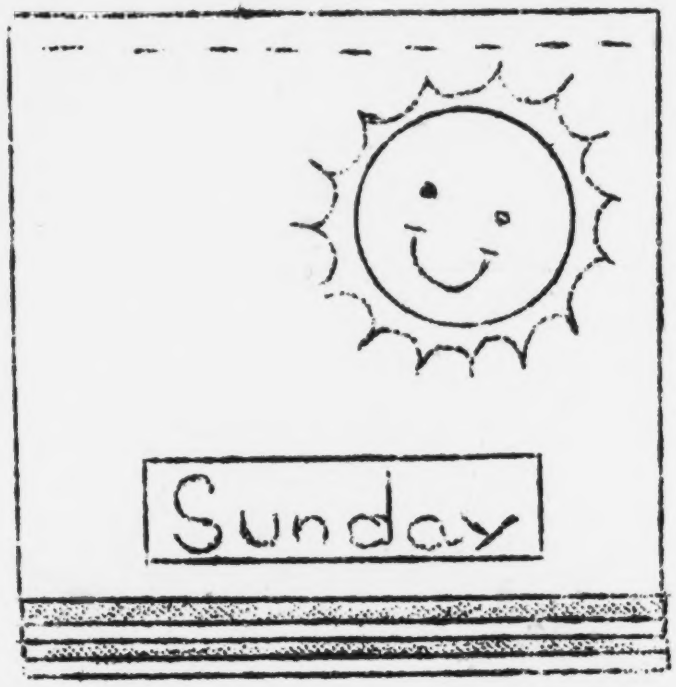
D. Things to talk about
   1. Jello is a powder. It dissolves, changes color, turns to liquid.
   2. After refrigeration, it becomes a solid.
   3. It has a definite taste, sweet or sour.
   4. Different temperatures of water are used.
   5. The concept of the same amount of Jello in each cup
   6. Time

7. Measuring
8. Planning
9. Following directions.

Note: Other projects which might be undertaken in the same way are making pudding, making apple sauce, making biscuits from prepared mix, or making pancakes.

Days of the Week

This is a simple book designed to teach the days of the week.

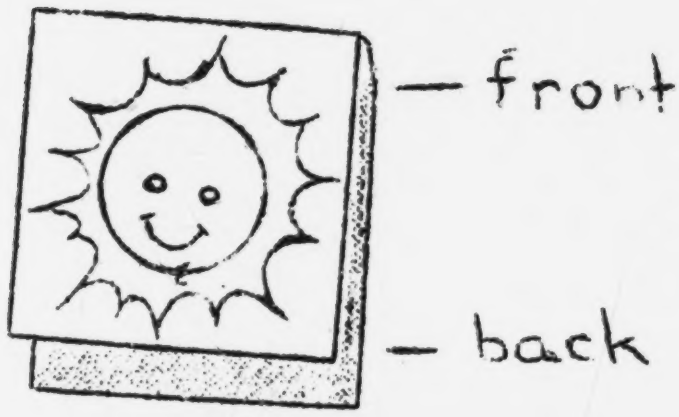


A. Objectives
1. To have the child say the days of the week with his mother.
2. To have the child begin to associate the days of the week belonging together as a single unit of time (as in the book).
3. To have the child get a feeling of passing time or movement through the rather rapid turning of pages (built into the book's design).

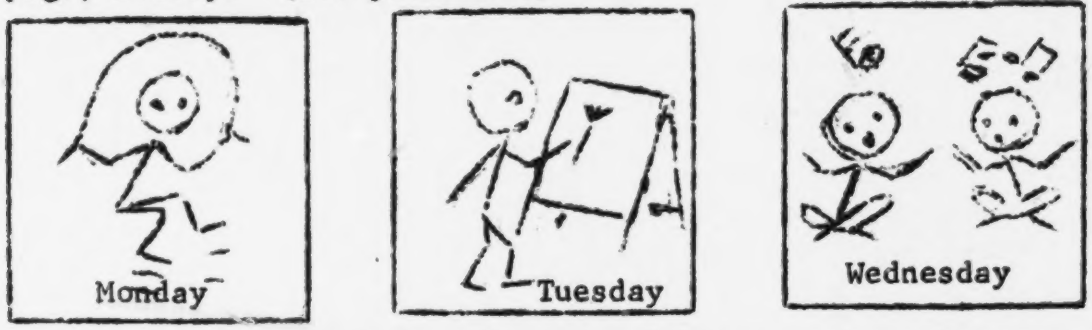
B. Materials
Construction paper, colored; paste, black felt pen, stapler.

C. Construction
1. Cut 1 piece of black construction paper 9-7/8" x 4".
Cut 1 piece of blue construction paper 4-3/4" x 4".
Cut 1 piece of orange construction paper 4-3/4" x 4".
Cut 1 piece of green construction paper 4-7/8" x 4".
Cut 1 piece of red construction paper 5" x 4".
Cut 1 piece of purple construction paper 5-1/8" x 4".
Cut 1 piece of yellow construction paper 5¼" x 4".
2. Cut 7 pieces of white file cards 2½" x 3/4" and 1 piece 3" x 4" for the names of the days of the week.
3. Fold the black paper so that one part makes the cover page 4½" long and the other part makes the last page 5-3/8" long.

(See illustration on next page.)



4. Cut a sun from yellow construction paper and paste it on the cover page along with one of the white pieces on which "Sunday" is printed. Allow enough room at the top to staple the book together when completed.
5. Prepare the next 5 pages by pasting pictures of 5 typical school activities.
6. Paste the small white file card pieces on each of the five pages, and on the file card piece on the blue page print Monday; orange page, Tuesday; green page, Wednesday; red page, Thursday; purple page, Friday. (See patterns.)



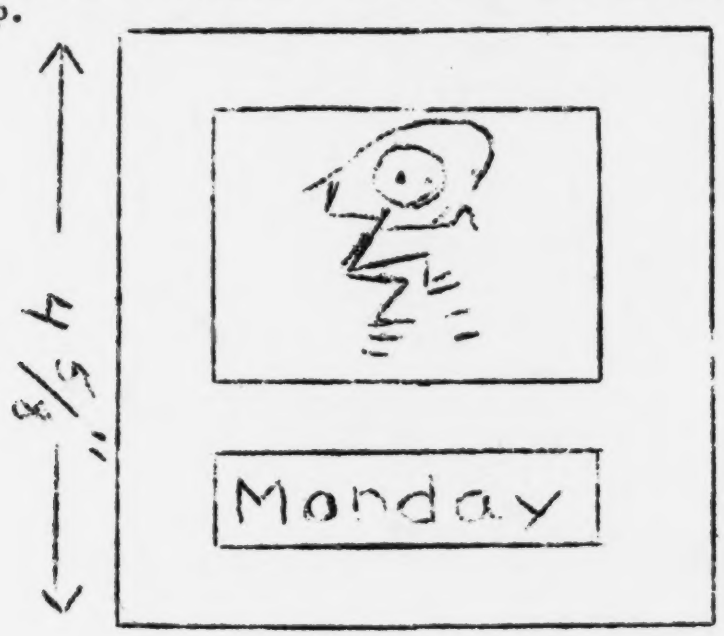
7. On the yellow page paste a house made from green or brown construction paper, and also paste the file card piece on which "Saturday" is printed. (See pattern.)

8. On the last page paste a 3" x 4" piece of file card, and print the instructions for mothers. (See pattern.)

Instructions to Parents

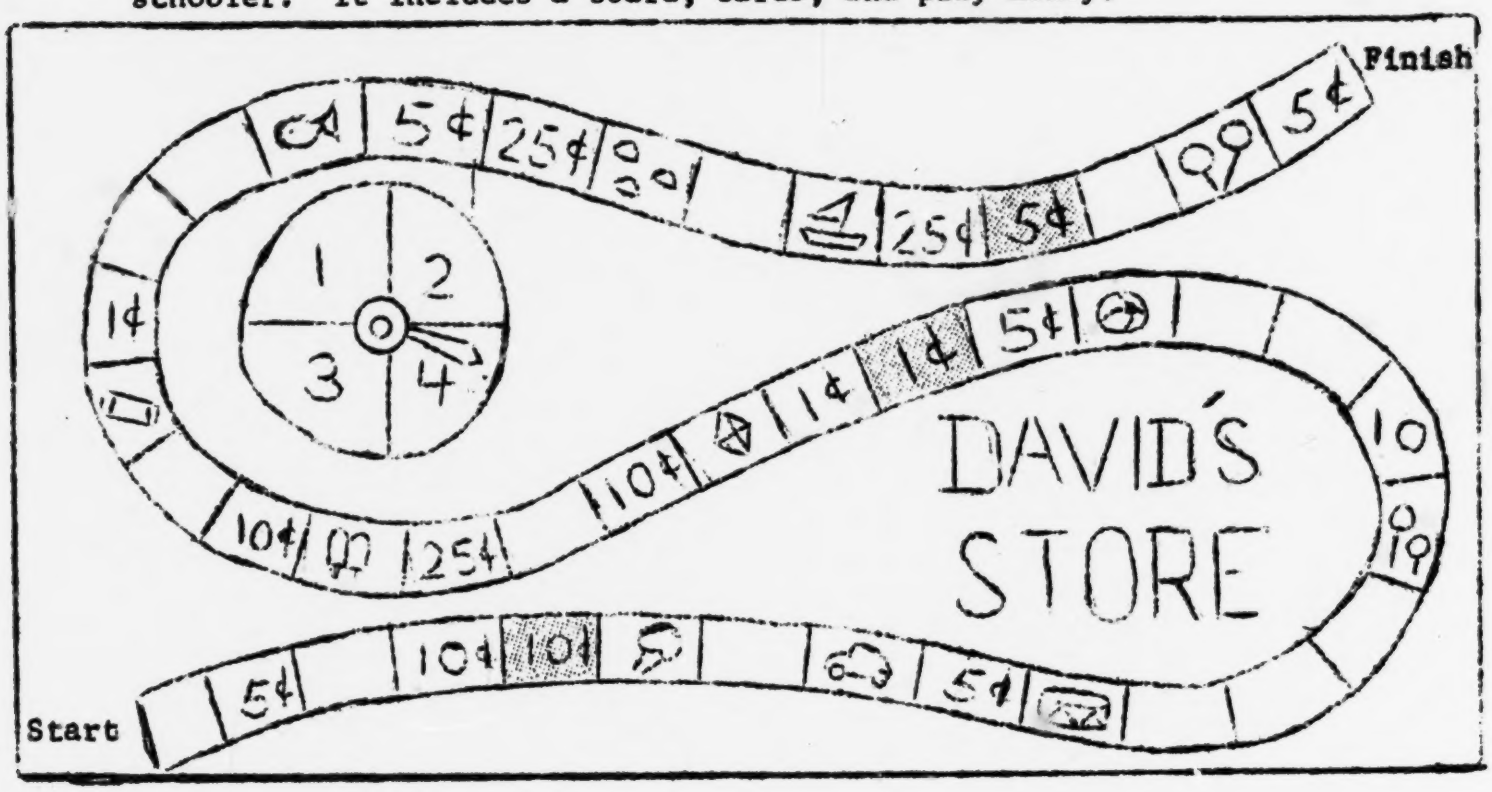
1. Explain to the child that this little book contains the days of the week.
2. Go quickly through each page saying each day's name as you do.
3. Encourage the child to join you as you repeat the process.
4. Finally let the child say the days of the week by himself.
5. Sometimes stop and talk about a particular day--what happened on that day, etc.

9. Assemble the pages and staple them together about ½" from the top.



(David's) Store

This is a challenging store game that is fun for an advanced preschooler. It includes a board, cards, and play money.

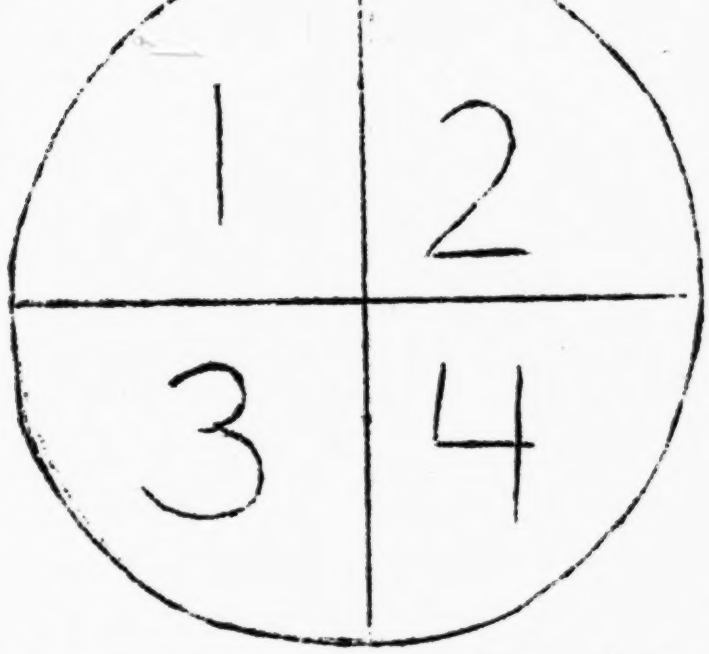


A. Objectives
   1. To teach the recognition of coins.
   2. To teach the concept of money and its use in buying.
   3. To practice the recognition of numbers.

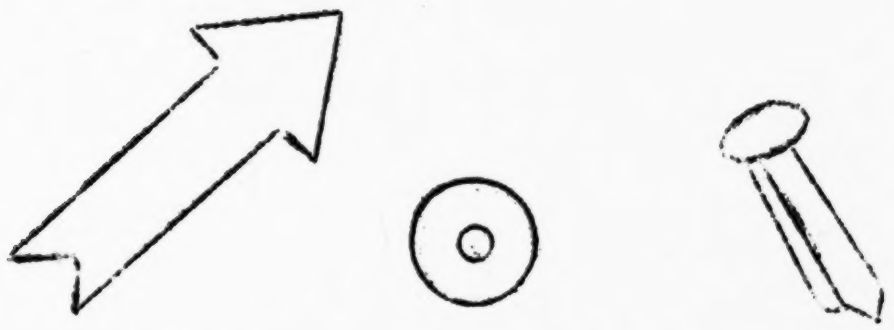
B. Materials
   1. Tagboard 22" x 14¼" (½ sheet).
   2. Felt marking pens.
   3. Play money.
   4. Paper fastener.
   5. A sheet of colored construction paper.
   6. Cards 2½" x 3½".
   7. Heavy cardboard 1" circle for the washer.
   8. Patterns for items in the store and on the board.
   9. Scissors.
   10. Paste.
   11. Small markers, such as buttons, pebbles, chips, etc.

C. Construction
   1. Draw an "S"-shaped path on the board. Darken the lines with a black felt pen.
   2. Divide the path into approximately 42 sections and mark these off with a felt pen.

3. Draw a circle to fit in the upper left curve of the path. Divide the circle into 4 sections and write the numerals 1-4.



4. Make an arrow and a small circle (washer)

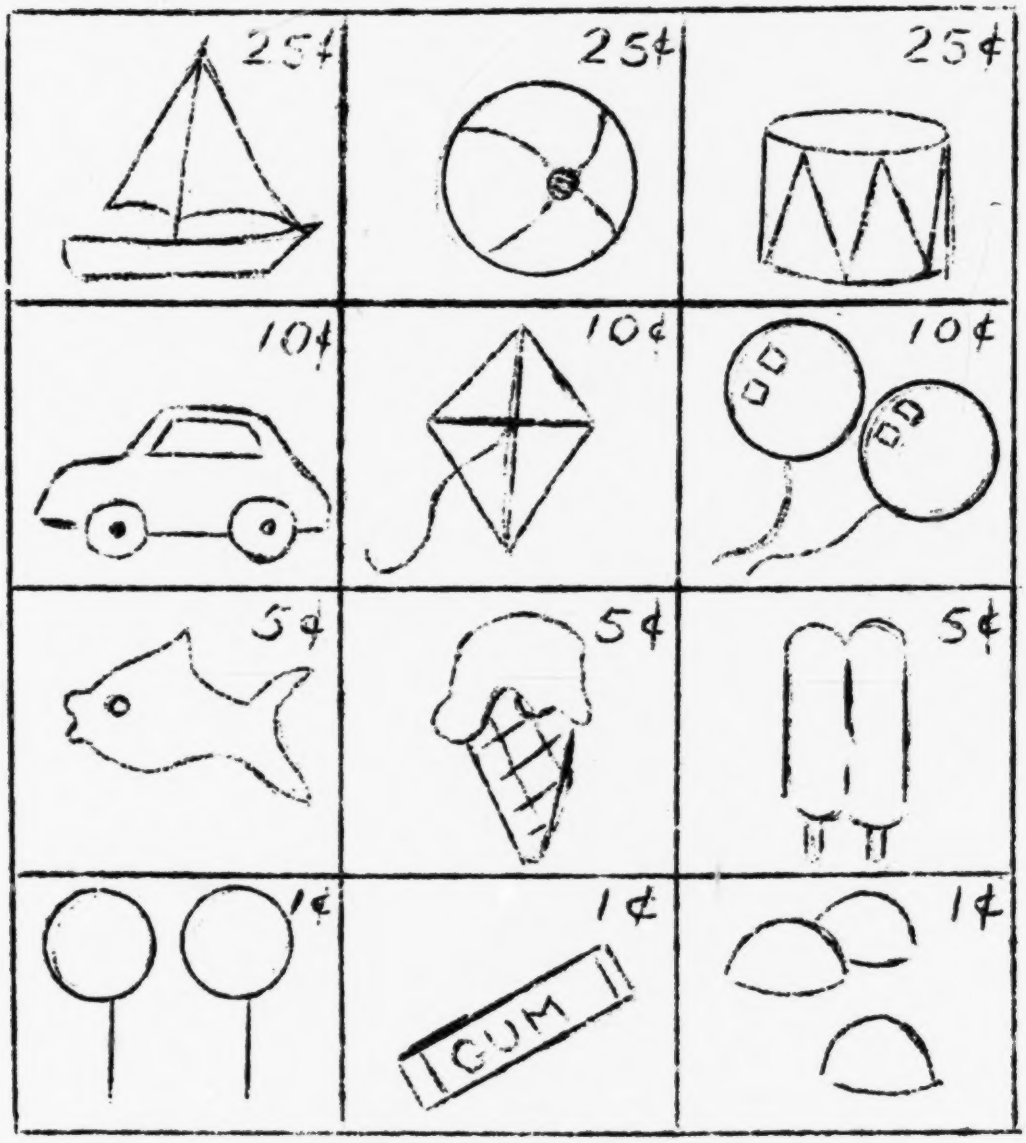


5. Color the pictures for the game board and the cards (see patterns). Cut and paste the smaller pictures on the game board and the larger set of pictures on the cards.
6. Cut and paste 4 small squares of construction paper on the board. Write the prices for the items and the money values (1¢, 5¢, 10¢, 25¢) as shown in the sample.
7. Play money can be purchased at an educational supply store. Real money is recommended, but this may not be practical for use at school. The following kinds of coins are needed:

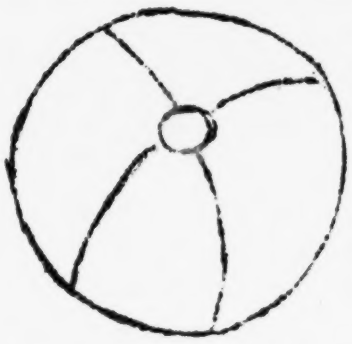
Minimum for Bank:	Minimum for each Player:
2 quarters	3 quarters
5 dimes	3 dimes
5 nickels	3 nickels
2 pennies	3 pennies

D. <u>Procedure</u>
1. Give each player 3 quarters, 3 dimes, 3 nickels, and 3 pennies.
2. Keep the rest of the money in the "bank."
3. To play the game, take turns spinning the arrow, say the number pointed to by the arrow, then count and move that many spaces.

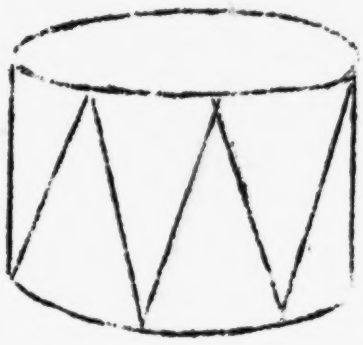
4. If the player lands in a space marked 1¢, 5¢, 10¢ or 25¢, he collects from the bank.
5. If the player lands on an item for sale, he may buy it <u>only</u> if he has the right coin. (The concept of giving change may be introduced later.)
6. A player landing on a colored coin square must pay the bank the amount indicated. If he does not have the correct coin, he must move <u>back</u> to the first blank space.
7. The first 1 to reach the end may buy as many items as he can. The winner is the 1 with the most cards.



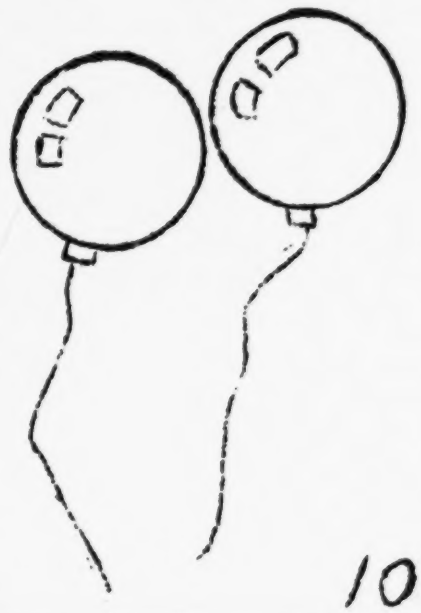
(pictures to be pasted on game board).



25¢

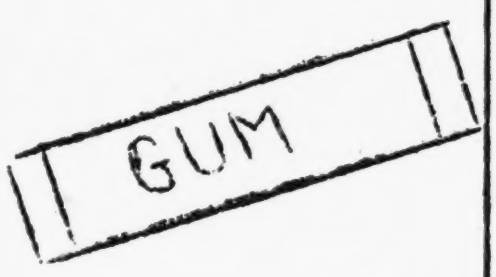


25¢



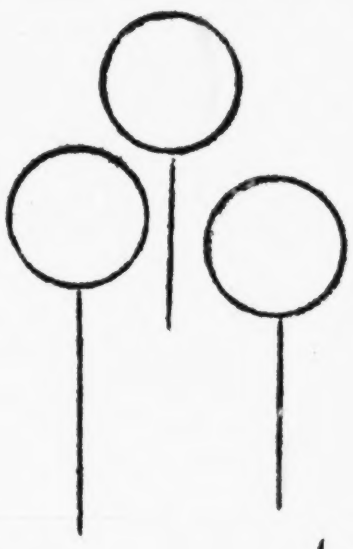
10¢

1¢

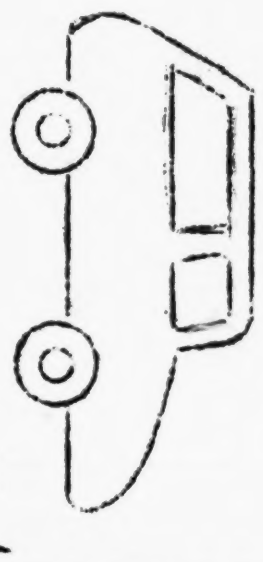


5¢

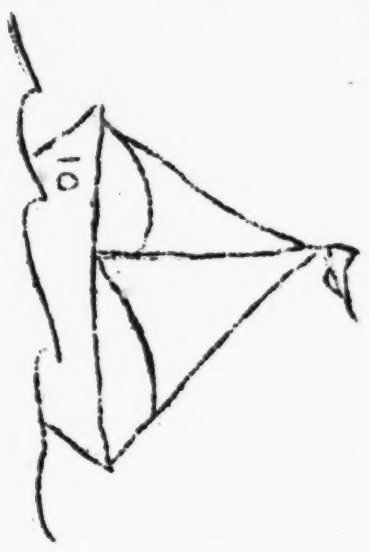
5¢



1¢

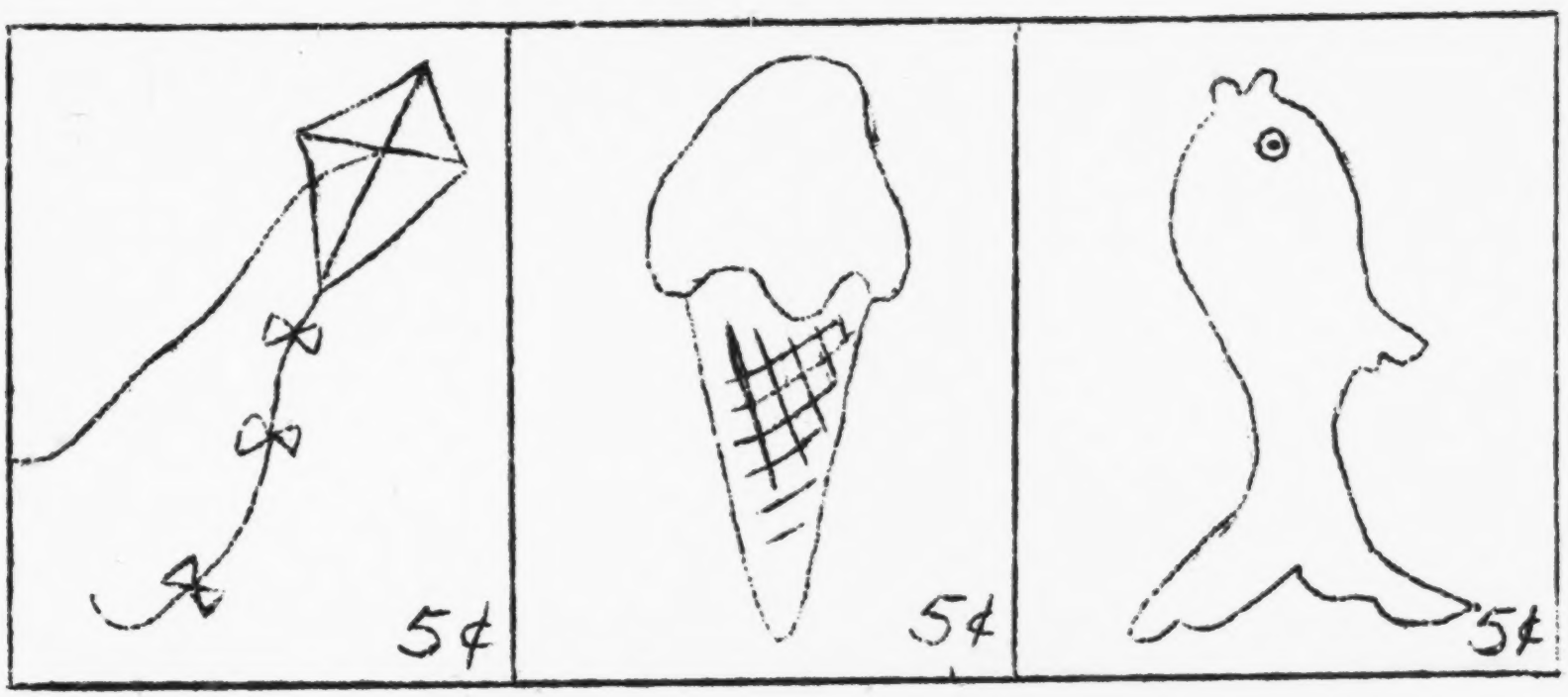


10¢



25¢

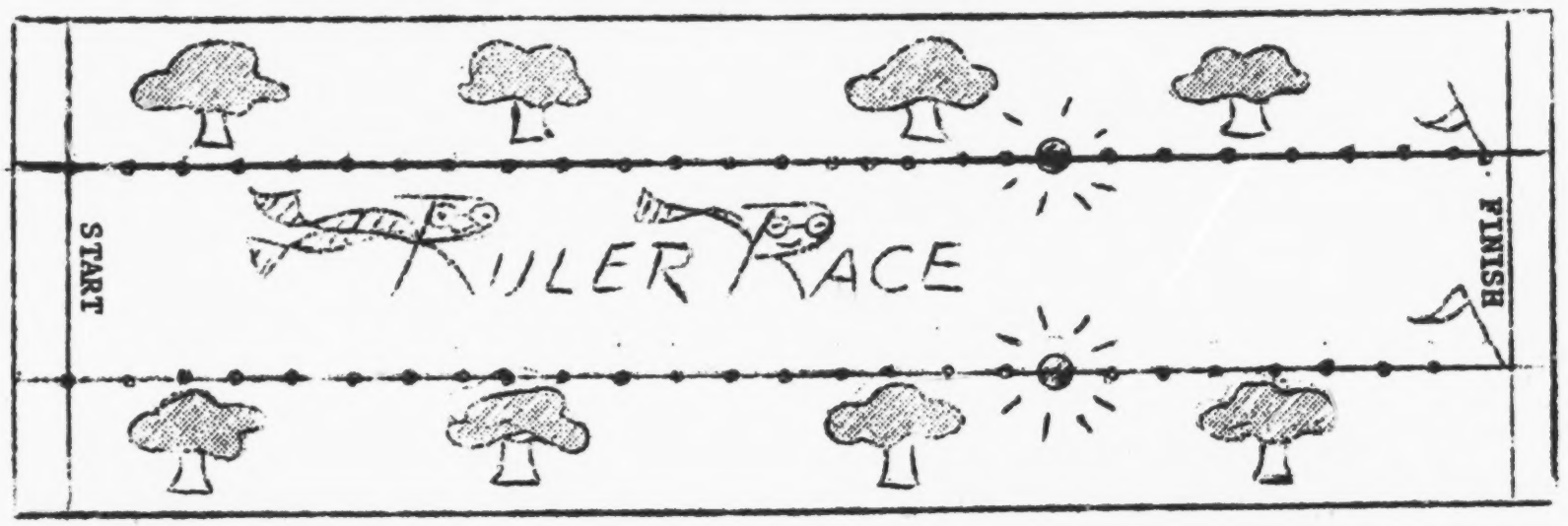
(pictures to be pasted on cards).

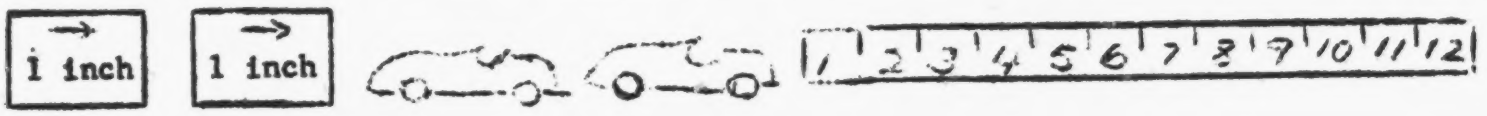


(pictures to be pasted on cards).

Ruler Race

This is a game in which the players each have a race car and race to the finish line, using a ruler to measure and gain distance. The first car over the finish line is the winner.

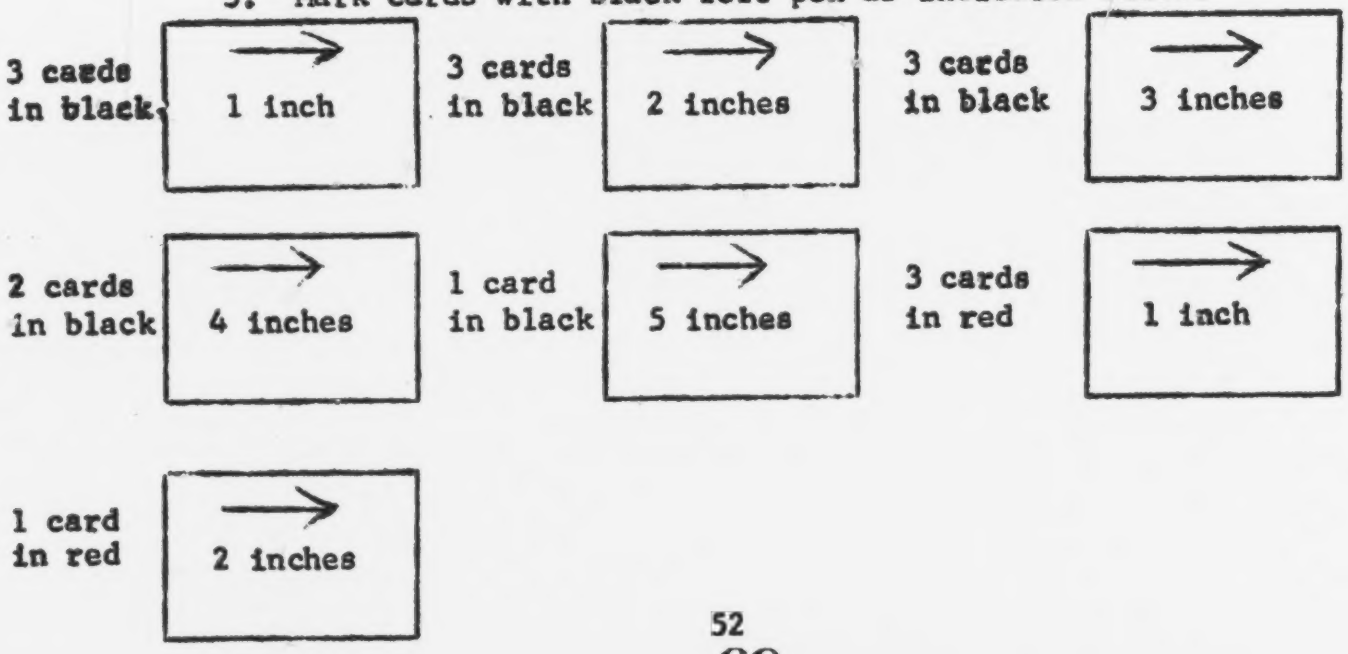




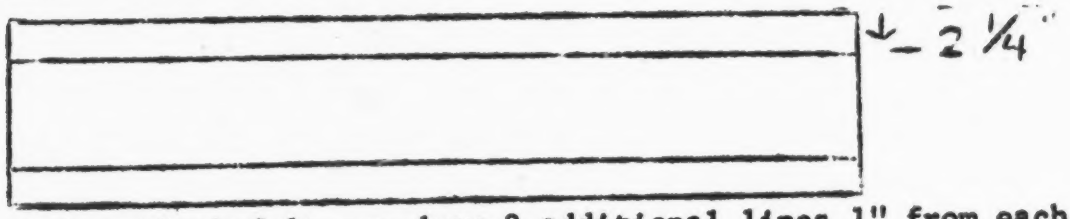
A. Objectives
   1. To provide practice in using a ruler.
   2. To review counting units.
   3. To practice number recognition.

B. Materials
   1. Tagboard.
   2. Beginner's ruler (only inches marked off).
   3. Two different colored miniature autos about 1½" long.
   4. Colored felt pens.

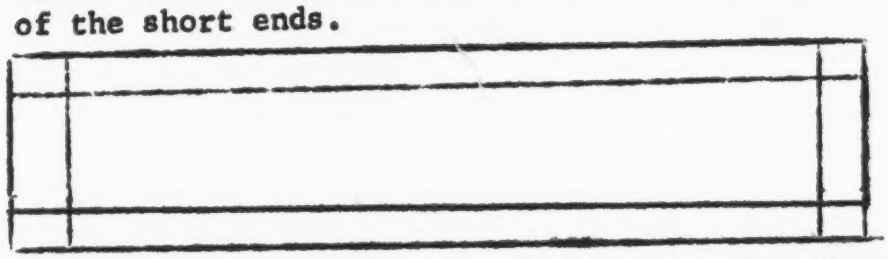
C. Construction
   1. Cut 1 piece of tagboard 7½" by 28".
   2. Cut 16 tagboard cards 2" by 3".
   3. Mark cards with black felt pen as indicated below:



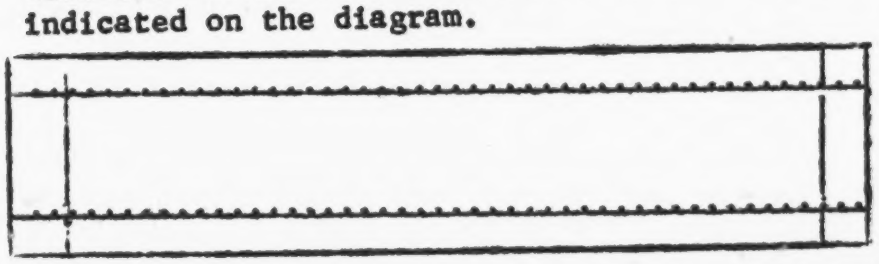
4. On the 28" piece of tagboard draw a pencil line 2½" in from each of the long sides.



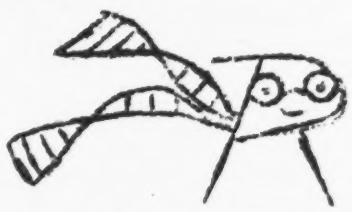
5. With a black felt pen draw 2 additional lines 1" from each of the short ends.



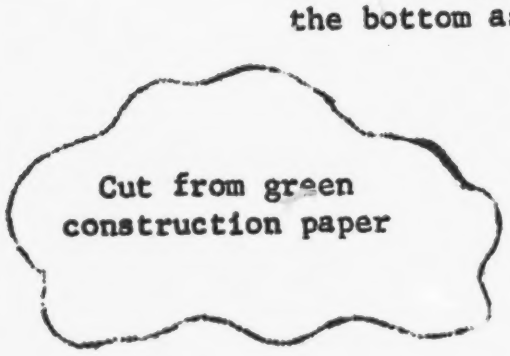
6. On the 2 long lines, mark off 1" intervals along the entire length. After the 1" intervals have been marked off with pencil, enlarge the marks with colored felt pens, alternating different colors. Make a black "bonus" dot on each line as indicated on the diagram.

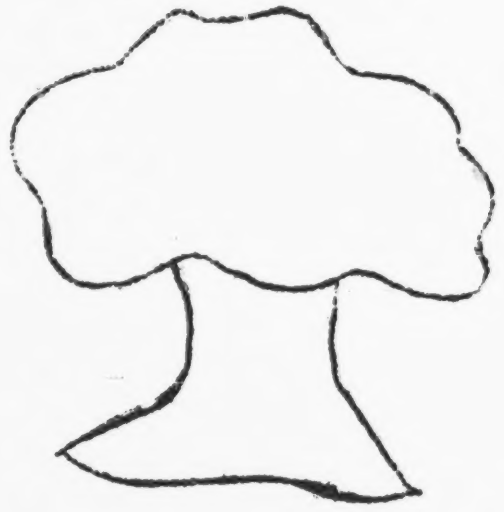


7. Draw 2 red flags at the finish line and print "Ruler Race" on the game board. The R's in Ruler Race can be made more interesting by making a face on them.



8. Make 10 small trees 1½" high, either with felt pen or cut out of construction paper. Paste or draw along the top and the bottom as in the diagram.





D. Procedure for playing

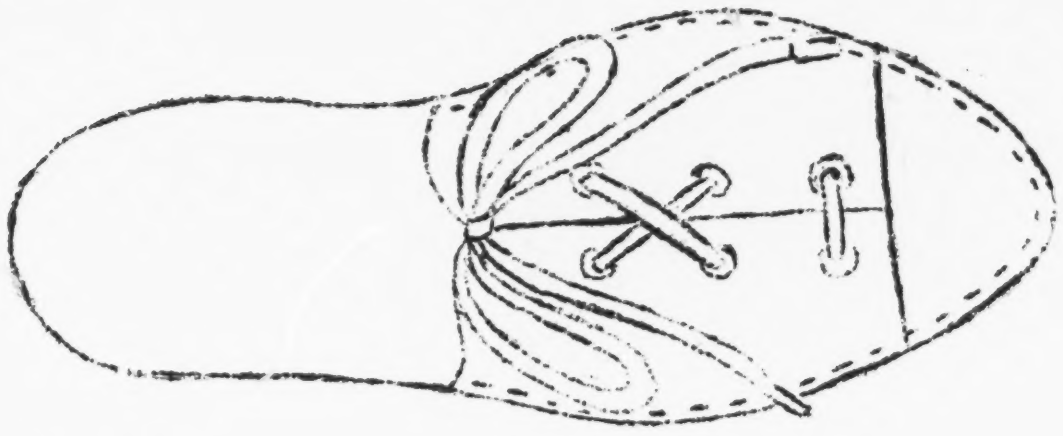
1. Have each player put his car at the starting line and put the deck of cards on the table.
2. The first player draws a card from the top of the deck and measures and counts the appropriate number of inches with his ruler and then places his card at the point. The next player follows the same procedure.
3. If a player draws a card with a red arrow, he must move his car backwards the number of inches indicated on his card.
4. If a player lands on a black "bonus" dot, he gets an extra turn.
5. The player whose car crosses the finish line first wins.

E. Variations of Ruler Race

1. For children not having had a quantitative curriculum, substitute dots for the numbers on the cards and eliminate the ruler.

Shoe Lacing and Tying

This is a very simple shoe made out of cardboard, yarn, and imitation leather.

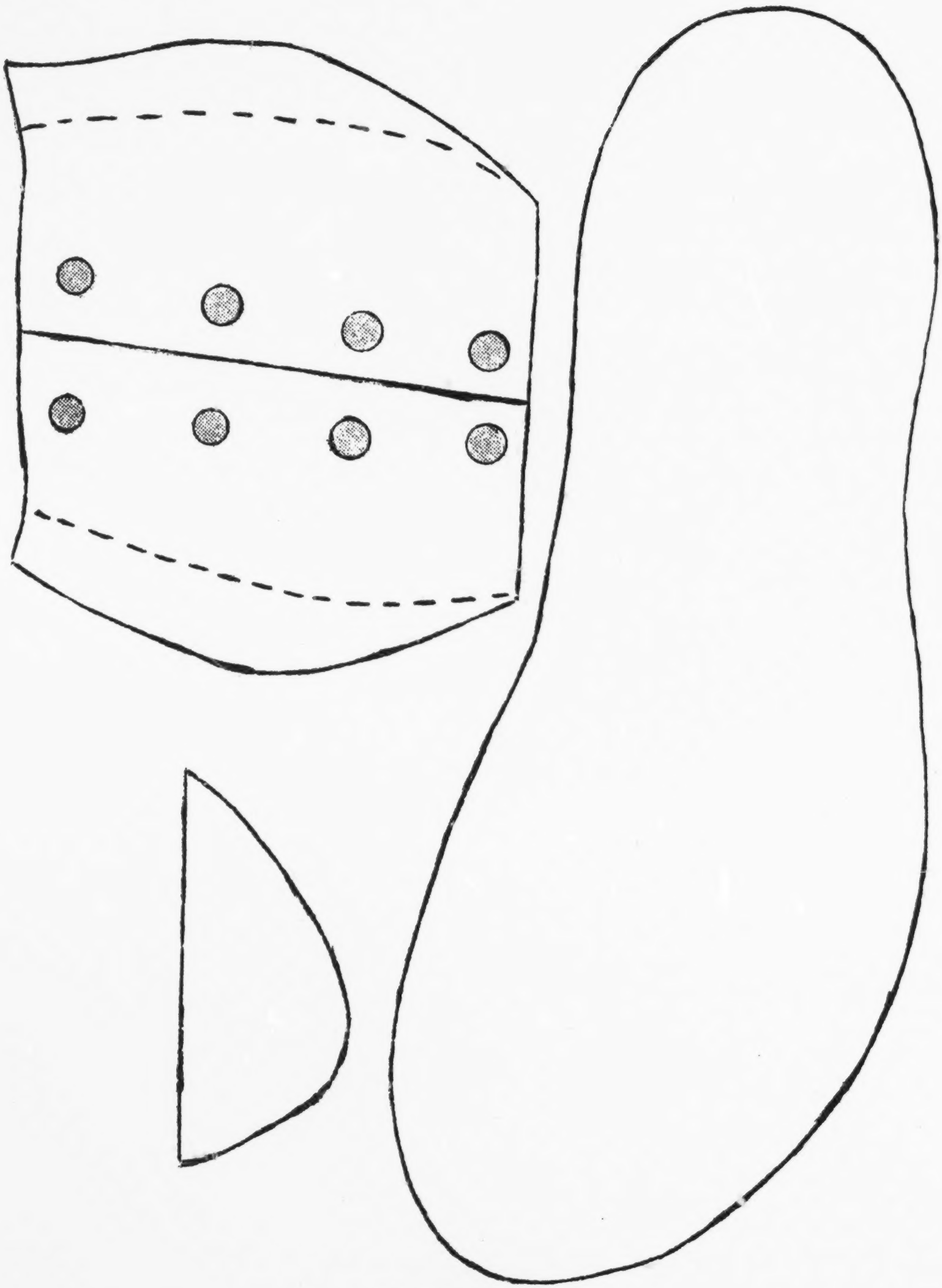


A. Objectives
   1. To improve self-help skills.
   2. To practice eye-hand coordination.

B. Materials
   1. Heavy cardboard.
   2. Piece of imitation leather yard goods.
   3. Colored yarn.
   4. Mystik tape.
   5. Scissors.
   6. Staples.
   7. Paper punch.

C. Construction
   1. Trace the shoe sole on the cardboard and cut out the sole.
   2. Trace the top of the shoe on the imitation leather and cut it out.
   3. Mark the position of the shoe lace holes with chalk and then punch them out with a paper punch.
   4. Staple the leather fabric to the sole along the outer edge.
   5. Cut a 29" piece of yarn and wrap a piece of Mystik tape around each end.

D. Procedure
   1. Start with the yarn lace in the bottom holes.
   2. Demonstrate how to pick up both ends of the lace and cross them. Then put one end through the hole nearest it, going from the inside of the shoe to the outside.
   3. Repeat until all holes are laced.
   4. At this point show the child how you again pick up both ends and cross them, making a large circle. Show the child that one end is now on the top of the other before you show him how to take the end from the bottom and put it through the circle. Then grasp both ends and pull horizontally to make a single knot.
   5. After the child masters these steps, if he shows interest in completing the task, demonstrate tying a bow. Guide his hands if necessary so that he can do it successfully.



Pattern for Shoe
56

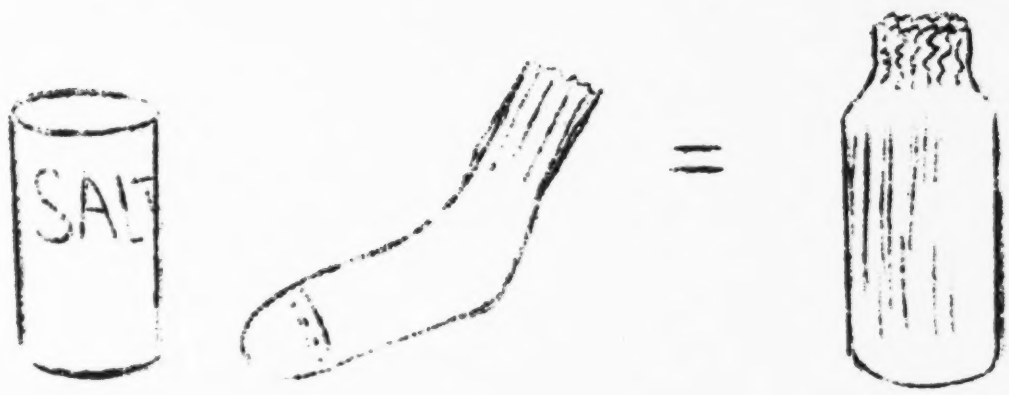
Feeling Box

This is an activity designed to give children practice in developing their ability to discriminate by the sense of feeling. It can be done with 1 child or with a small group.

A. Objectives
   1. To provide practice in labeling.
   2. To develop a sense of touch to gather information.

B. Materials
   1. 1 salt box.
   2. 1 man's sock.
   3. Several small common objects (chalk; pen; pencil; eraser; paper clip; safety pin; marble; plastic knife, fork, and spoon; clothes pin; string; etc.).

C. Construction
   1. Cut the top off the salt box.
   2. Cut the toe out of the sock.
   3. Put the sock over the salt box so that the cuff of the sock is an inch or two above the now open end of the salt box.
   4. Sew or tape the part of the sock that hangs down below the box so that it is flat against the bottom of the box.

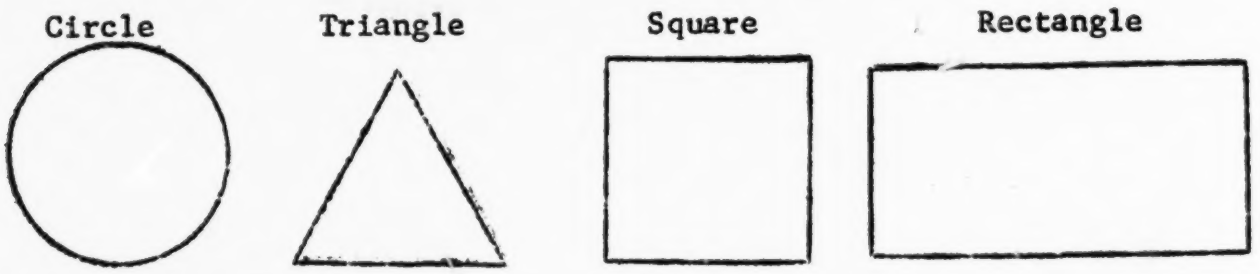


D. Procedure
   1. Show the child or children 5 or 6 of the small common objects and then put them in the feeling box.
   2. Tell the child to guess the name of the object he feels in the box.
   3. Demonstrate if necessary and say, "I put my hand in the box. I take one object (thing) in my hand, and now I'm feeling it so that I can tell what it is."
   4. Keep the size of the group small (4-5) so the children don't have to wait too long for a turn. Motivation isn't a problem because children enjoy the surprise element.

5. Remember to reinforce the correct labeling or the not looking into the box if that is what a child is struggling to accomplish.
6. Increase the number of objects and vary them as the children become more skillful.

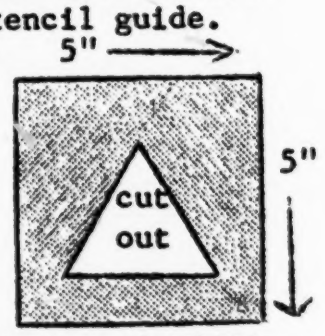
Tracing Shapes

This is a collection of basic shape patterns that may be used in the classroom or at home for tracing practice.



A. Objectives
   1. To teach the names of the shapes and to label them correctly.
   2. To provide opportunity to draw shapes with a stencil guide.

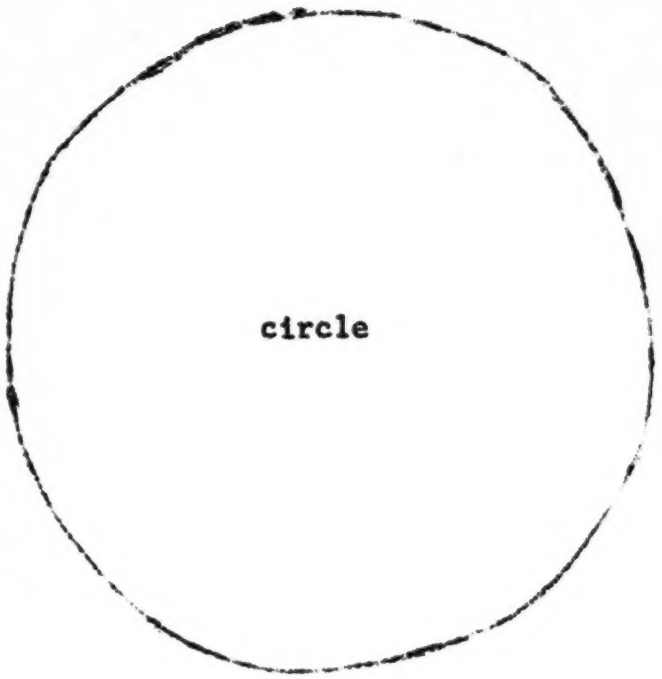
B. Materials
   1. Tagboard.
   2. X-acto blade.
   3. Scissors or paper cutter.
   4. Crayons.

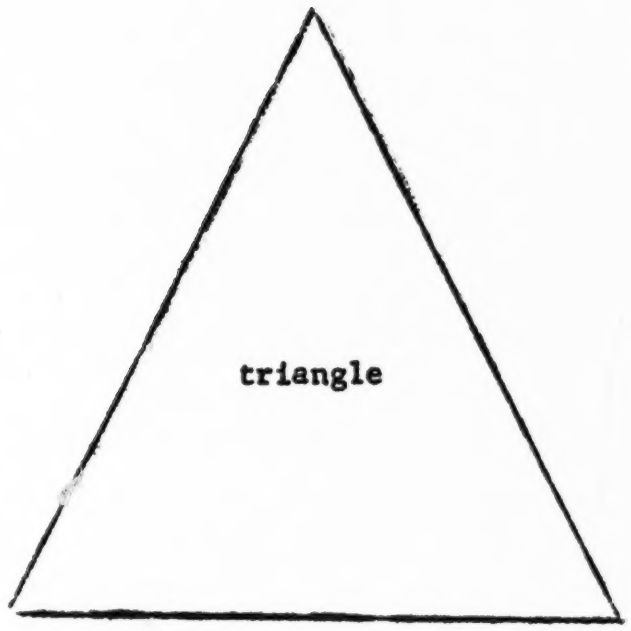


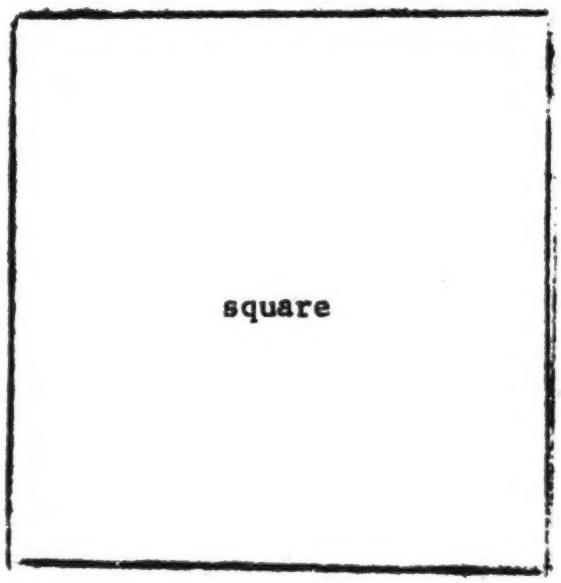
C. Construction
   1. Cut 4 5" x 5" squares for each child with scissors or a paper cutter.
   2. Trace a circle, triangle, square, or rectangle on each 5" x 5" square and then cut out the shape with the X-acto blade.

D. Procedure
   1. Demonstrate for the child, using crayons, how to draw the shape by following the cut edge of the stencil.
   2. Provide plenty of scrap paper or newsprint.
   3. Name each shape as the child works with it, so that he learns the name and associates it with the correct form.
   4. The shapes may be colored.

Patterns for Stencils



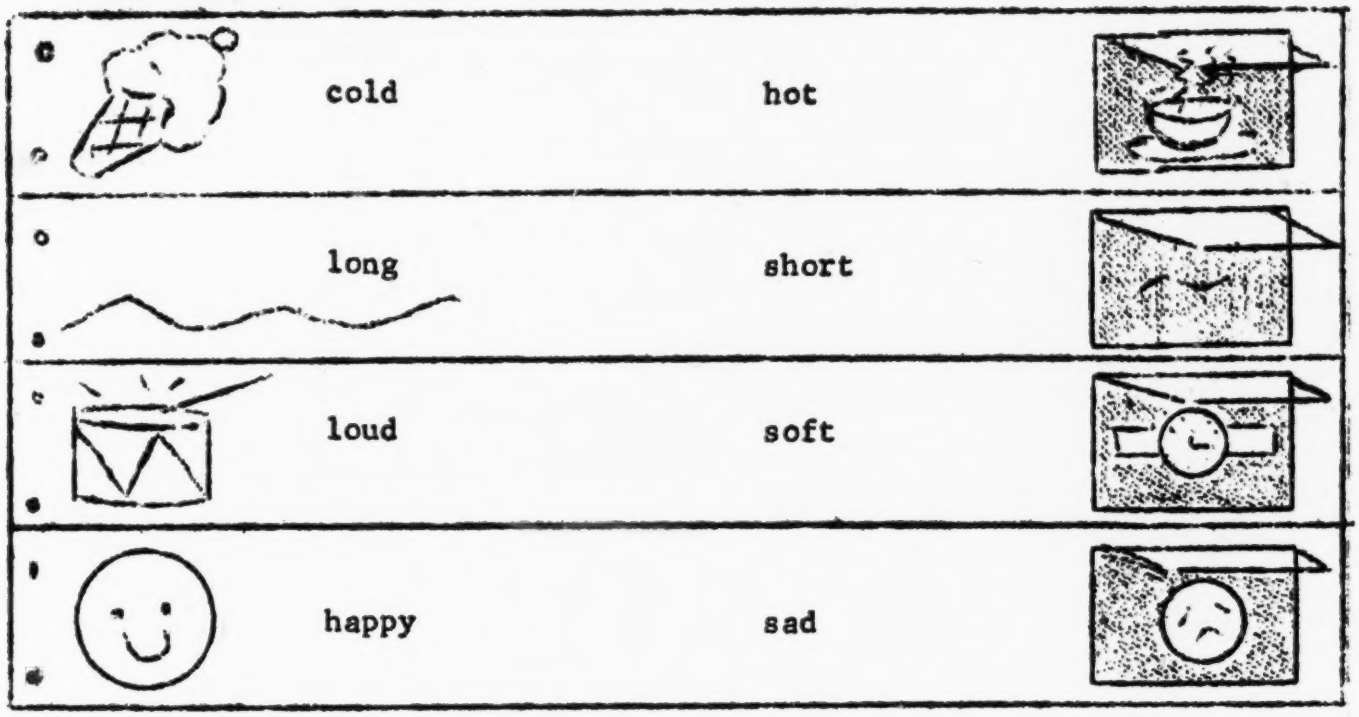




(Shape patterns to be cut out of the 5" x 5" squares)

Book of Opposites

This is a book with visual representations of a number of important opposite concepts. It will be of great interest to the children, and if it is prepared by a group of parents and placed in the classroom, it can be enjoyed by the whole class.



A. Objectives
   1. To give children experience in learning the concept of oppositeness.
   2. To provide opportunity for practice in verbalizing this concept.
   3. To provide a pleasant medium for interaction between two children, or a child and an adult.

B. Materials

   5 sheets sturdy white paper for pages, 12" x 18". 2 pieces tag board or equivalent 12" x 18" for covers.

   Construction paper, scissors, paste, marking pen.

   1½" x 2" sandpaper, 1" square pink felt, feather, 12" piece yarn, 6" piece chenille, cotton.

C. Construction
   1. Page 1, cut 1 2" x 2½" flap in right edge of page about midway down and 1" in from margin. The flap should be cut in 3 sides and lift up.
   2. Divide each of the other 4 pages into 4 horizontal sections, cutting 4 similar doors along the right edge, 1" from edge.
   3. Illustrate opposite concepts by drawing or pasting a picture or object on the left and its opposite under the flap on the right.
   4. Page 1 introduces the procedure and has 1 large picture on left and 1 small picture under flap (whole).
   5. If several people make the book together, acknowledgement may be

made on Page 1 by writing: This book was made by:

_____
_____
_____
_____

6. Some concepts that are appropriate are:

cold (ice cream cone)	hot (cup of coffee)
long (4" chenille)	short (1" chenille)
loud (drum)	soft (watch)
happy (smiling child)	sad (unhappy child)
large (teddy bear)	small (teddy bear)
night (yellow moon, black sky)	day (yellow sun, blue sky)
stop (signal light, red)	go (signal light, green)
tall (giraffe)	short (dachshund)
in (bird in cage)	out (bird out of cage)
rough (sandpaper)	smooth (shiny paper)
clean (clean dress)	dirty (dress with smudges)
young (infant in bed, felt square blanket)	old (man with cotton beard)
sweet (candy cane)	sour (lemon)
slow (tortoise)	fast (rabbit)
straight (6" piece yarn)	crooked (yarn coiled)
heavy (elephant)	light (feather)

7. The concepts may be labeled with a marking pen.

D. Procedure

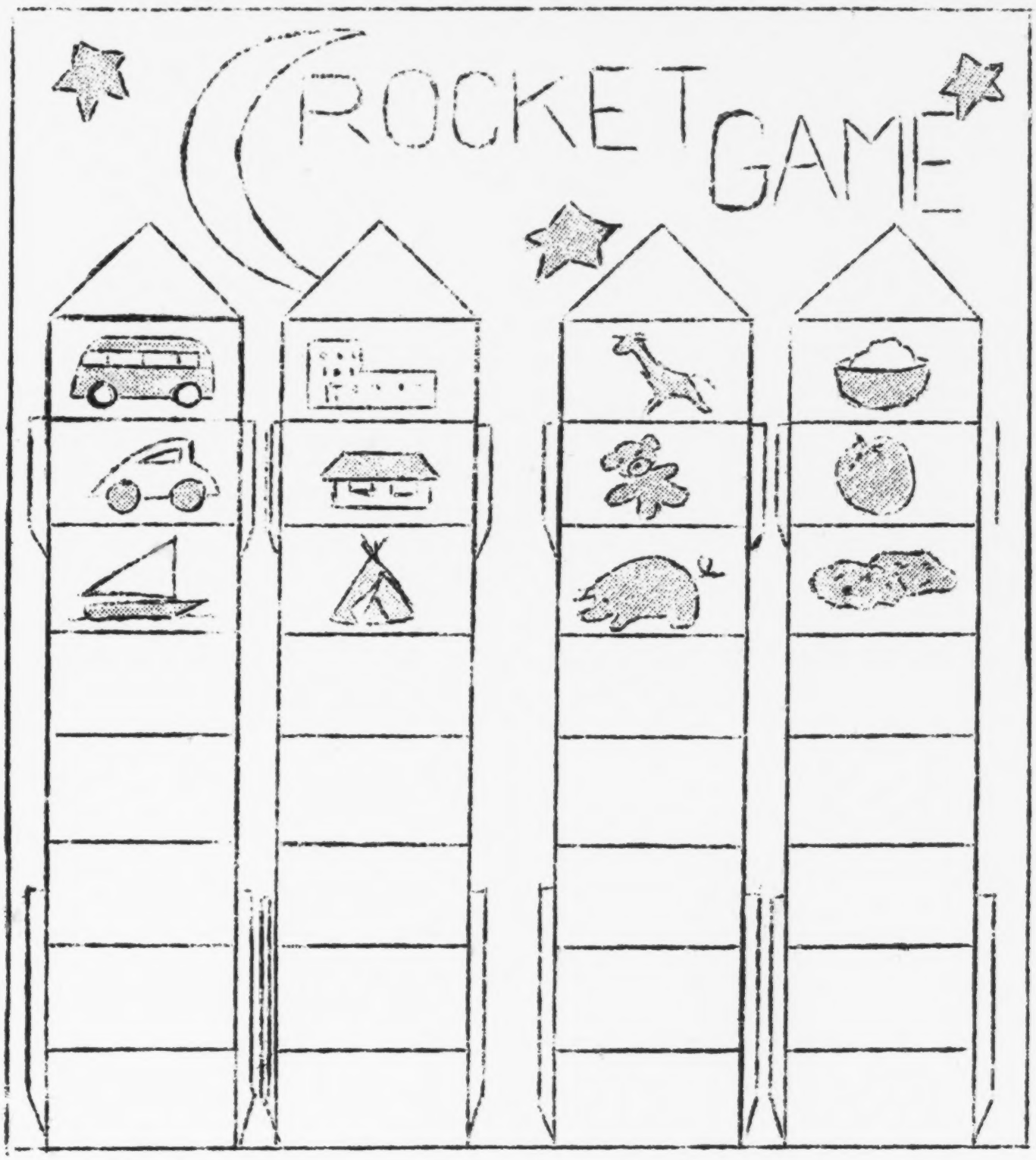
1. Show the child page 1 with the sample set of opposites. Explain what is expected by saying "The ice cream cone is cold. The coffee is _____." See if he can supply the missing opposite. If he cannot, tell him what it is.
2. Go on to the next pair, first letting the child try to produce the opposite. Reinforce him with praise when he does.
3. If more than one child is looking at the book, let each one take a turn.
4. After the initial learning of the individual statements, i.e. "The ice cream is cold. The coffee is hot," encourage the child to say simply "Cold is the opposite of hot," etc.

Variation

Pictures representing these opposite concepts may be pasted on cards, mixed up, and then sorted again by opposite pairs.

Rocket to the Moon Game

This category game consists of a rocket board and a deck of category cards of vehicles, food, buildings, and animals. Because there are so many parts, a group of parents might want to make this for a classroom.



A. Objectives

To have the child practice putting objects in their proper categories.

B. Materials

1. Tagboard-- 18½" x 30".
2. Construction paper-- red, blue, yellow and orange.
3. Ruler.
4. Colored felt pens.
5. Scissors.
6. Paste or glue.

C. Construction

1. Measure and cut a piece of tagboard-- 18½" x 30".
2. From the tagboard cut 20 cards 2" x 3".
3. From the patterns provided, make 5 cards of each of the following categories; animals, buildings, foods, and vehicles. Color these with the felt pens.
4. On the large tagboard outline 4 rockets 3" x 16". Divide each rocket into 8 2" x 3" sections and outline the sections with a black felt pen. In the top 3 sections of each rocket, draw 3 objects from a category.
5. Cut rocket nose cones and fins from 4 different colors of construction paper and paste on the top and sides of each rocket.
6. Decorate the board by cutting a moon and clouds from construction paper and paste them in the sky above the rockets.

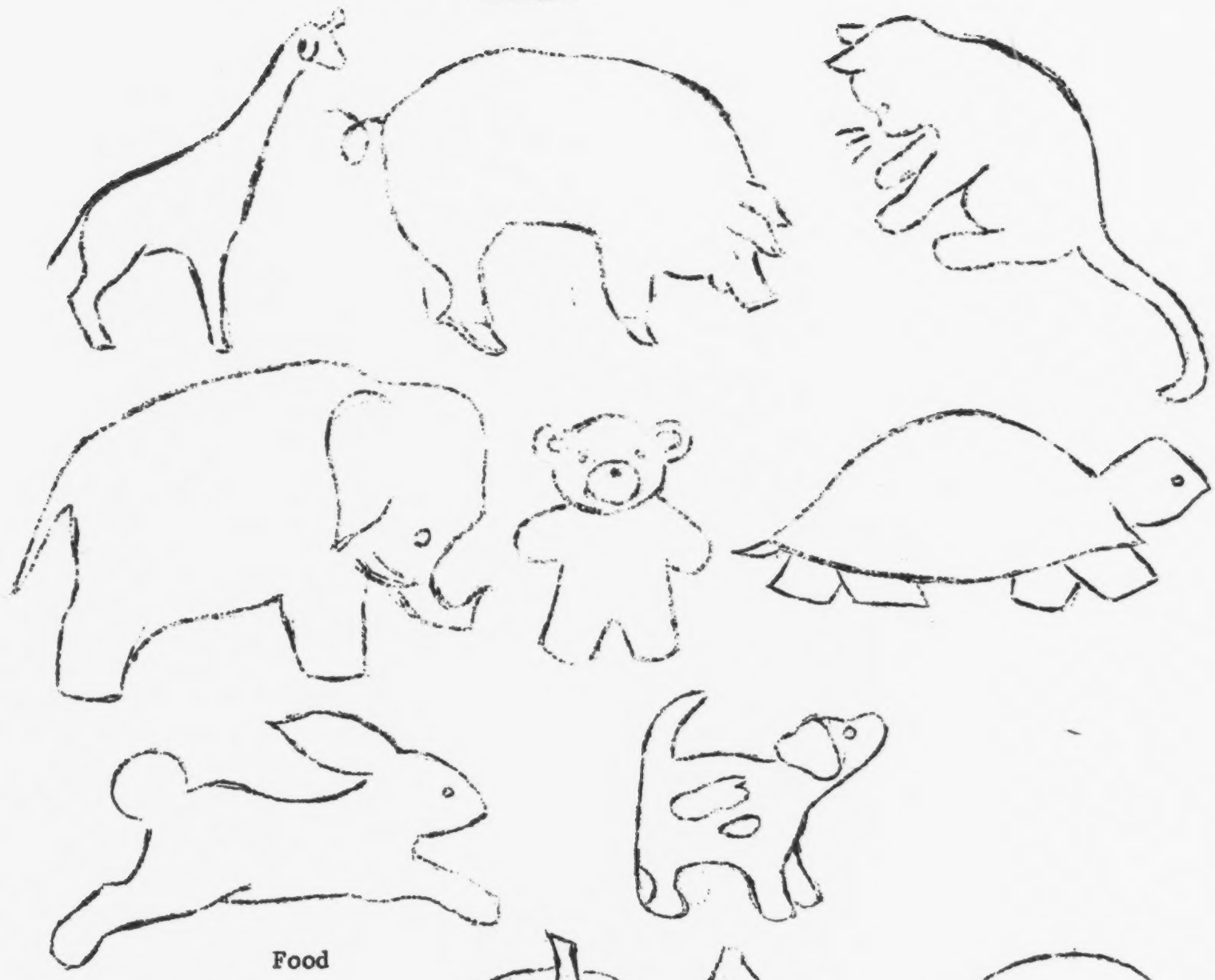
D. Procedure (1-4 children)

1. Shuffle the deck of cards.
2. The first player draws a card and places it in the proper rocket (category).
3. Each succeeding player repeats this process until 1 rocket is full (loaded and ready for lift-off). The player who puts the last card in the rocket to complete it gets the first rocket off to the moon!
4. The game may end when the first rocket has been launched or continue until all the rockets have been launched. The person who launches the most rockets wins the game.

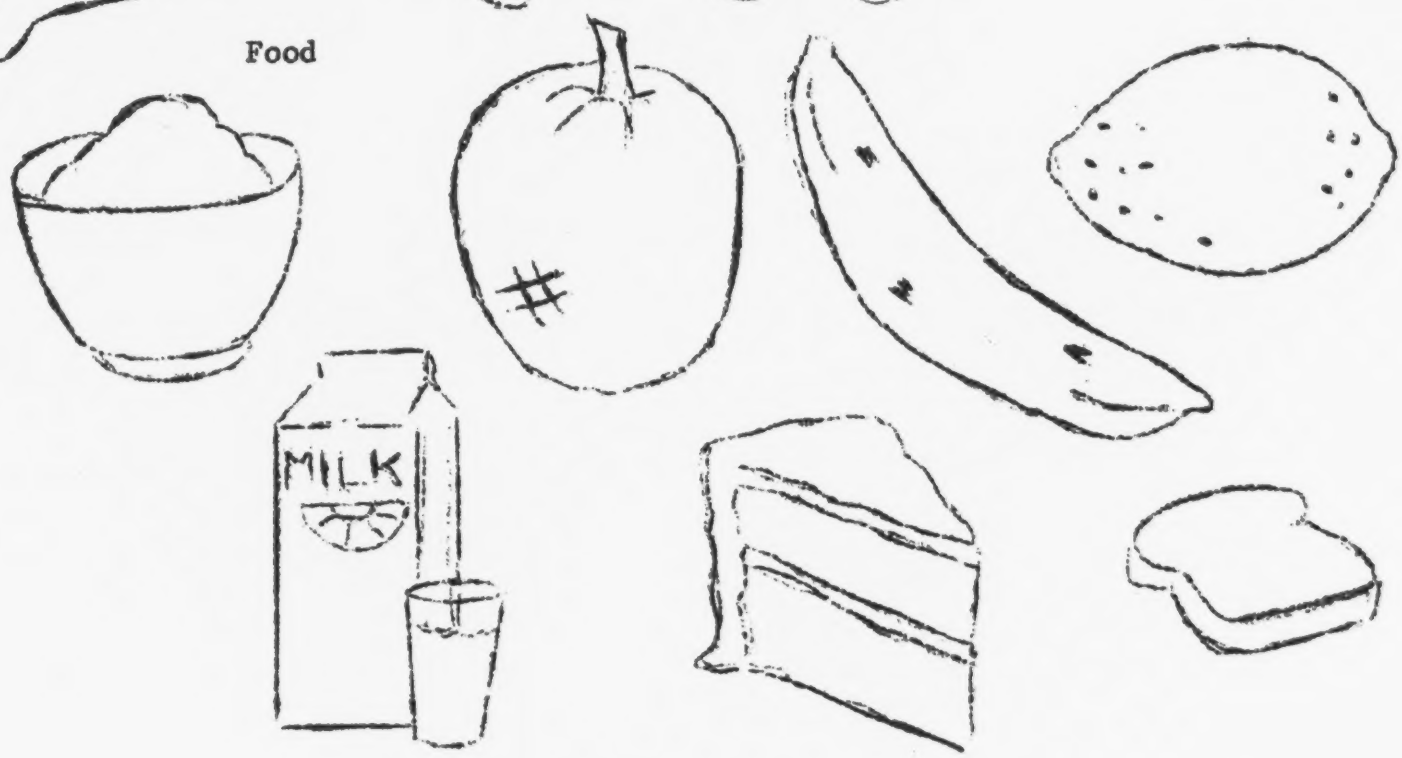
E. Simplified Version

If the children are unfamiliar with the concept of category but can match colors, the deck of cards can be color-coded by putting a small square of the appropriate color on each card. For example, the red rocket contains food, so the food cards could have red squares pasted on them.

Animals

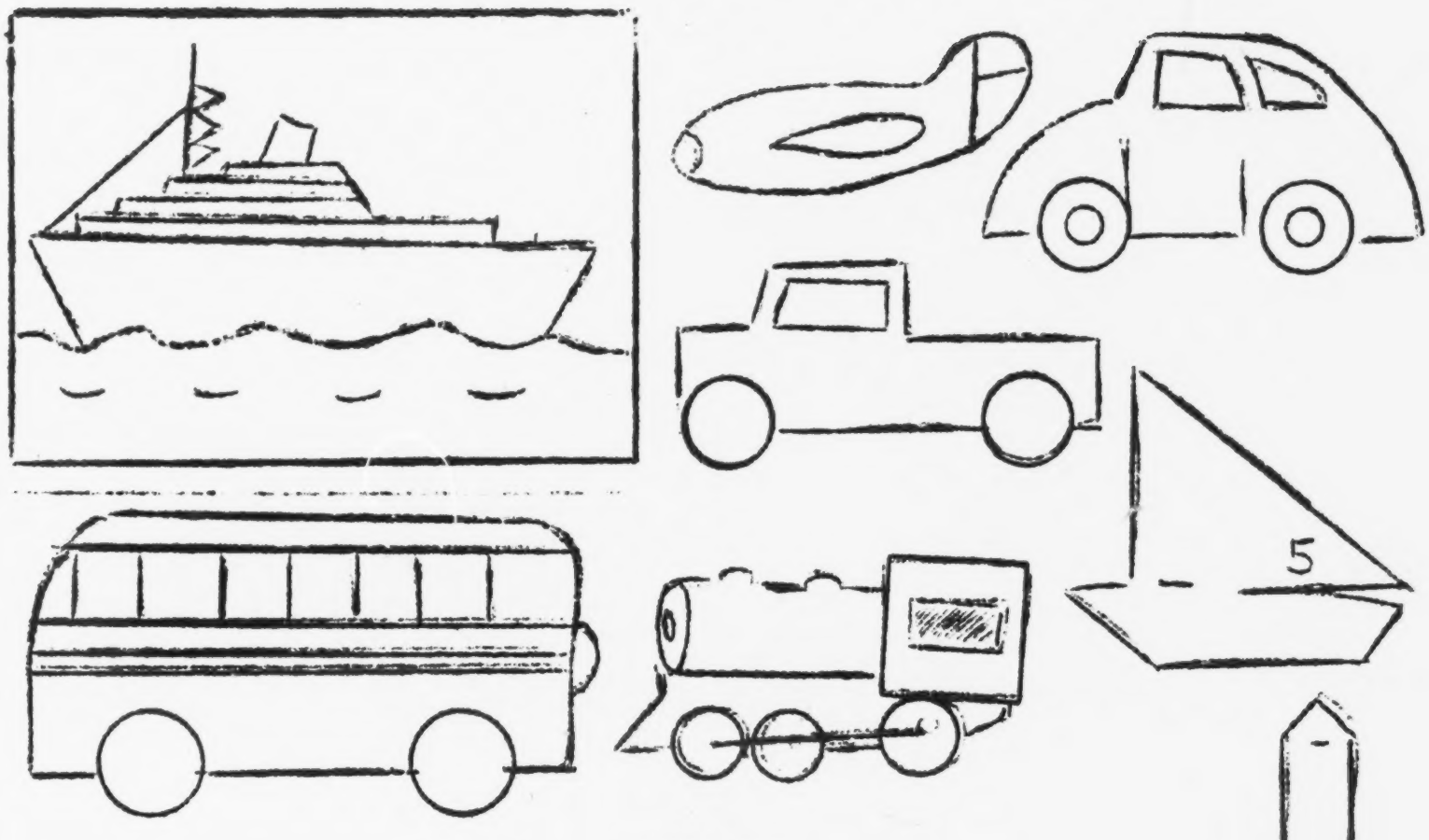


Food

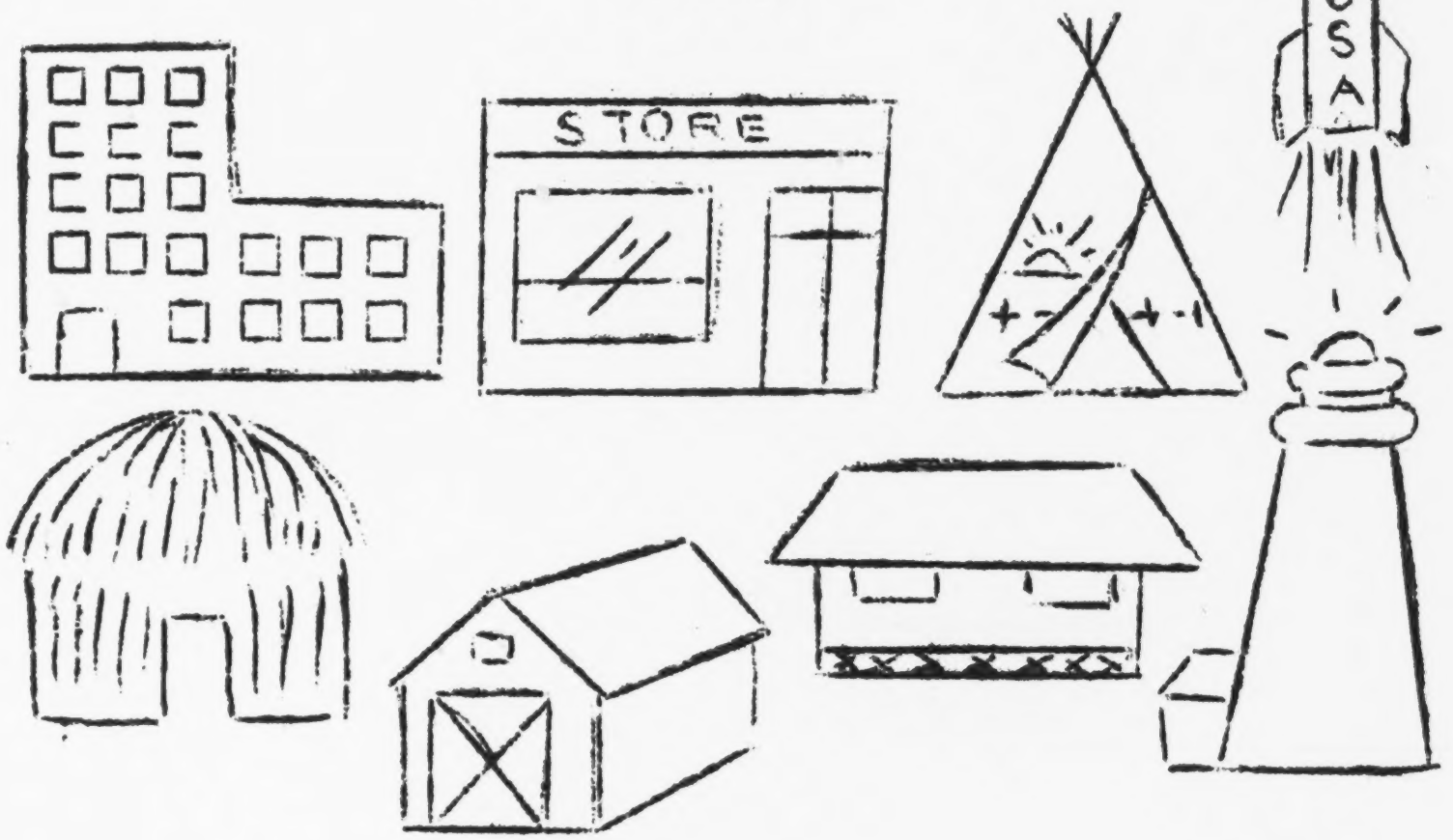


Patterns for Rocket to the Moon

Vehicles

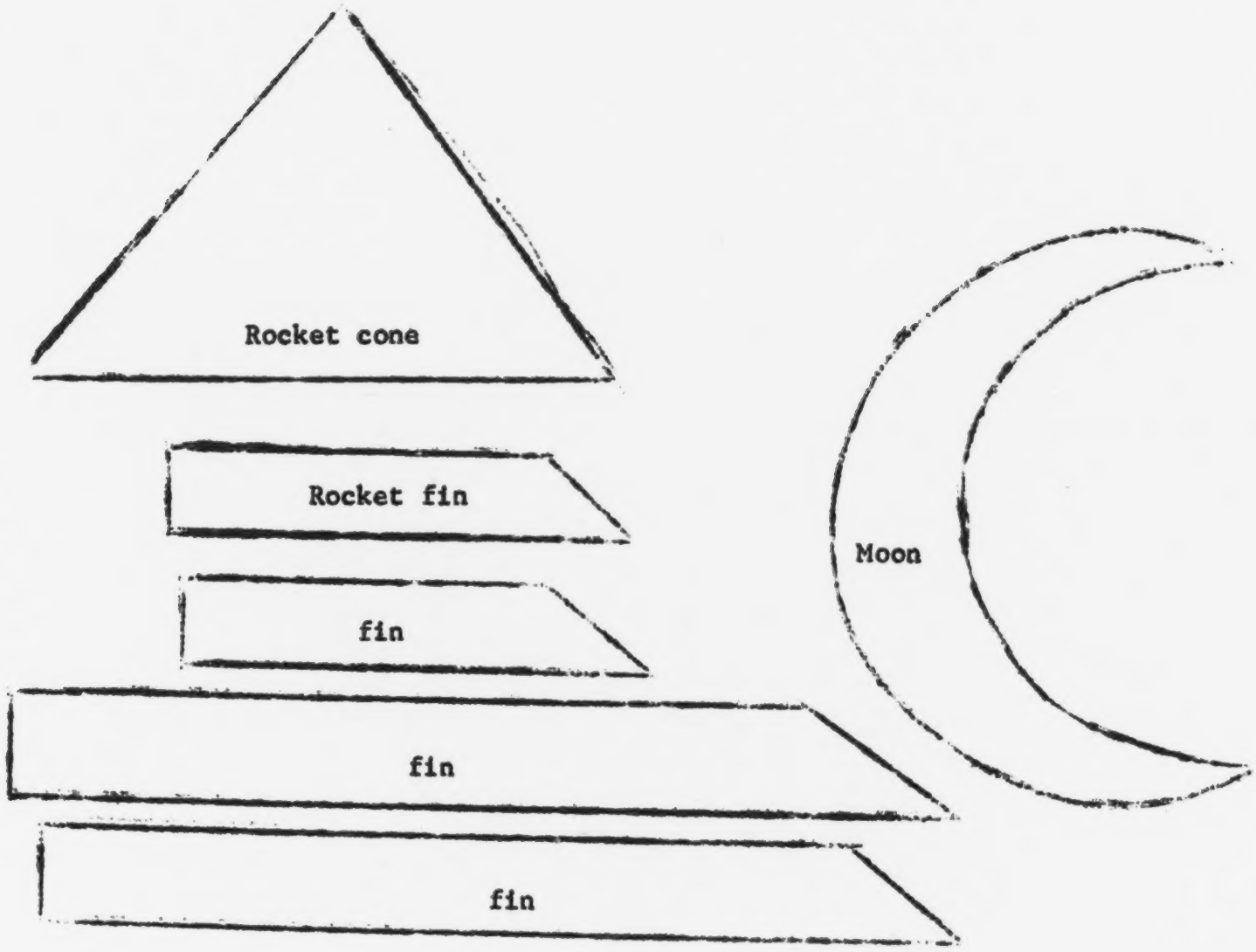


Buildings



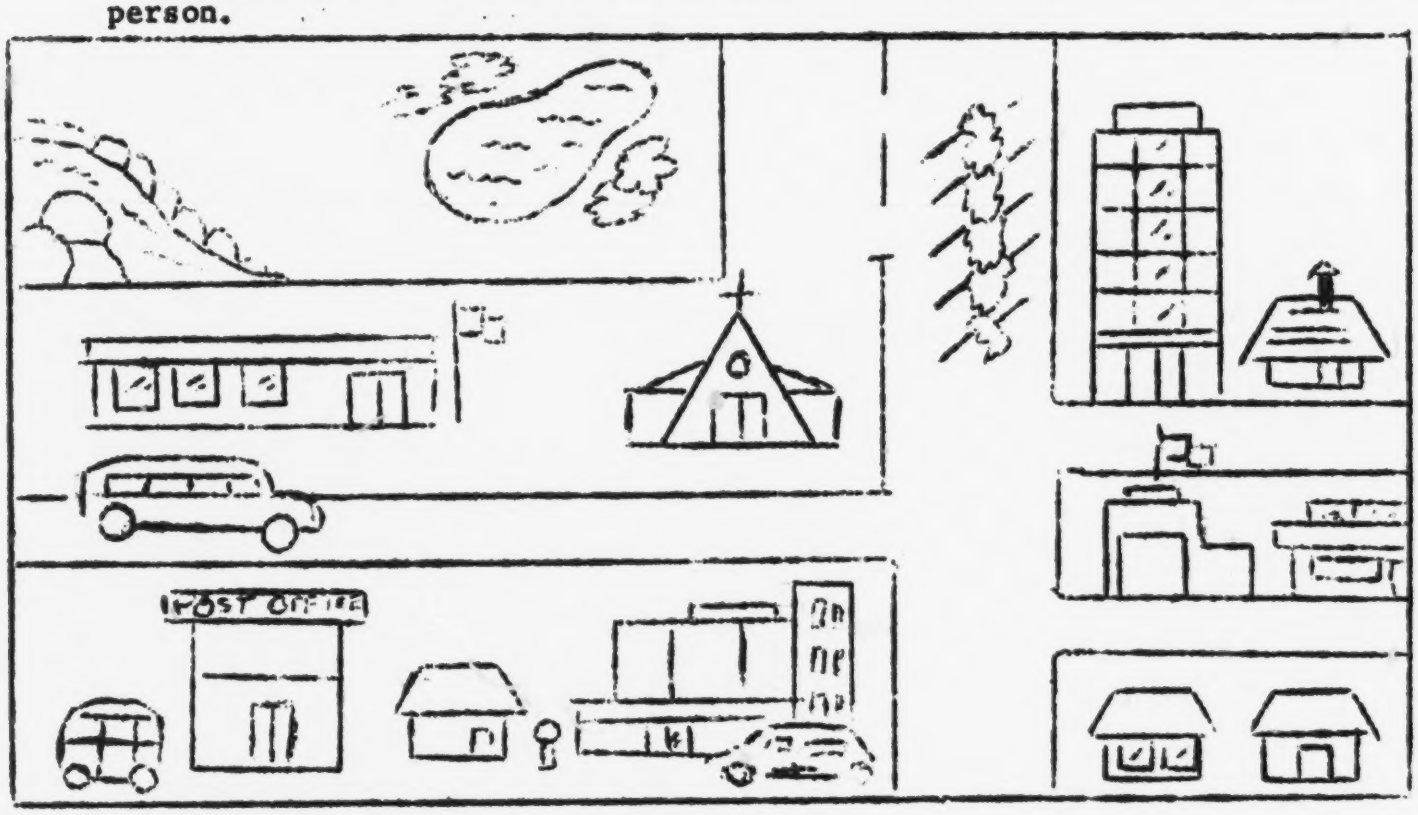
Patterns for Rocket to the Moon

Patterns for Rockets to the Moon



Community Game

This is a game board layout of a child's town or community, including major points of interest he should know about. The actual place suggested here may be altered to fit any specific community. Included with the game board are cards showing something associated with each community location, i.e., a letter for the post office or an injured person to be associated with the hospital. The child may play this game alone or with another person.



A. Objectives
   1. To provide opportunity to practice categorizing.
   2. To practice following a sequence.
   3. To provide opportunity to verbalize about familiar surroundings in the child's community.

B. Materials
   1. Tagboard 18" x 30".
   2. Colored construction paper.
   3. 2 2" x 3" cards for each building.
   4. Marking pens.
   5. Ruler.
   6. Scissors.
   7. Paste or glue.
   8. 2 plastic cars.
   9. Set of zoo animals. (optional)

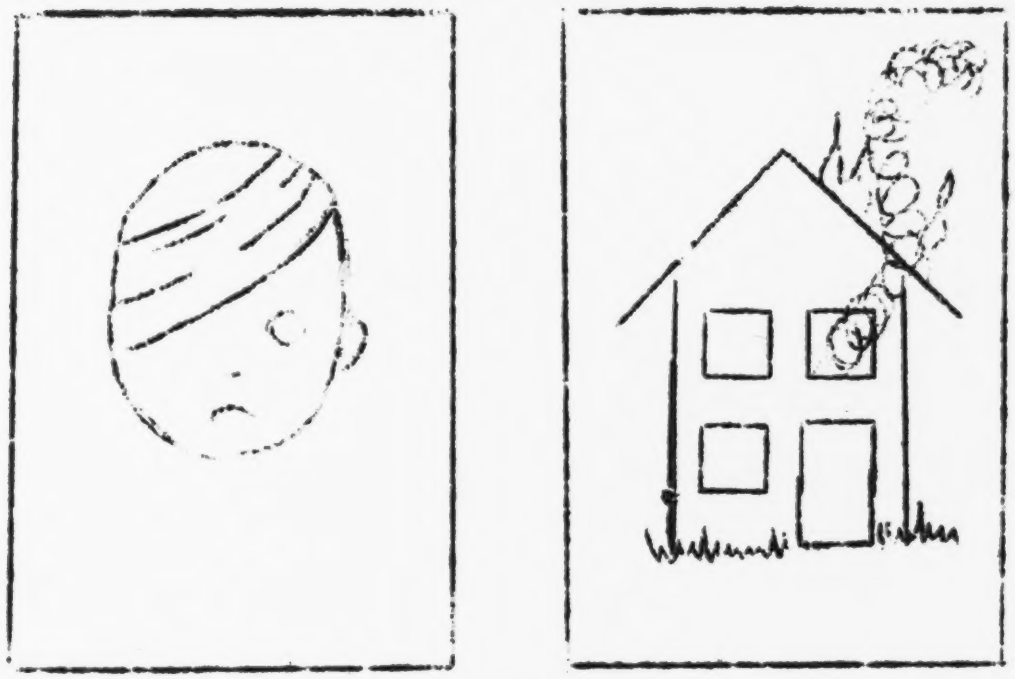
C. Construction
   1. Mark off city streets on tagboard with 1 2" wide main street running across the board from the lower middle left to the center, 1 vertical road and 3 1½" side roads on the right.
   2. Leave a section approximately 5½" x 11" on the upper left for a

zoo and an additional 5½" x 4" adjoining the zoo for a parking place.

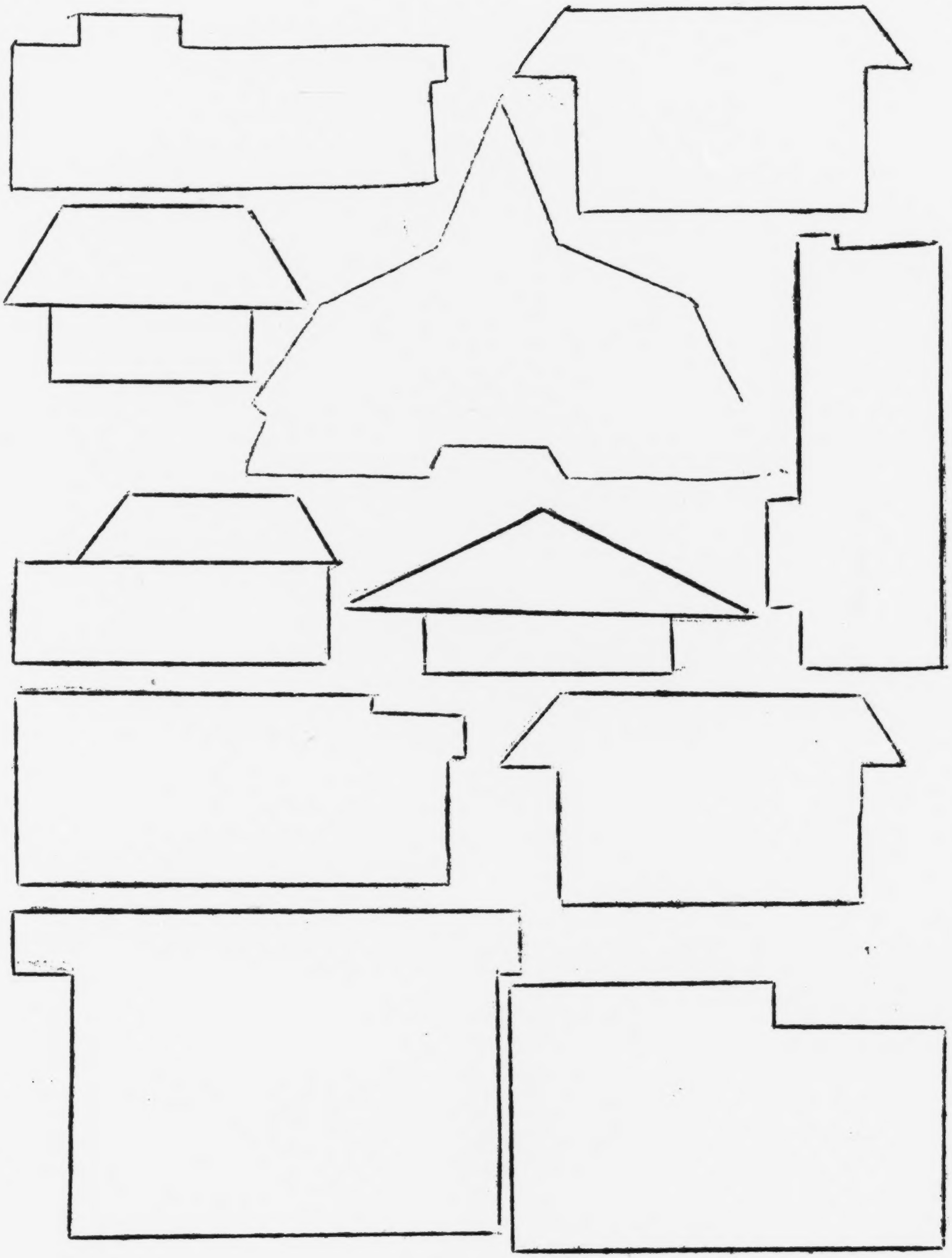
3. Cut a green construction paper for 2 residential side streets and the zoo area.
4. Cut a series of buildings and paste along the streets: post office, barber shop, hospital, school, church, apartment building, restaurant, bakery, firehouse, market, gas station. Label each building appropriately with a marking pen.
5. Design and place some houses on the residential street and add a blue pond and fenced sections for the animals on the zoo grounds.
6. Draw or paste on pictures of many kinds of bushes, flowers, trees, animals, vehicles, and appropriate objects of interest (fire plug, policeman in crosswalk, flag on buildings).
7. Make 2 2" x 3" cards for each building.
8. Draw or paste a picture on each card representative of the building, i.e., a letter for the post office, a crutch for the hospital, a book or ruler for school, a cake for the bakery, etc.

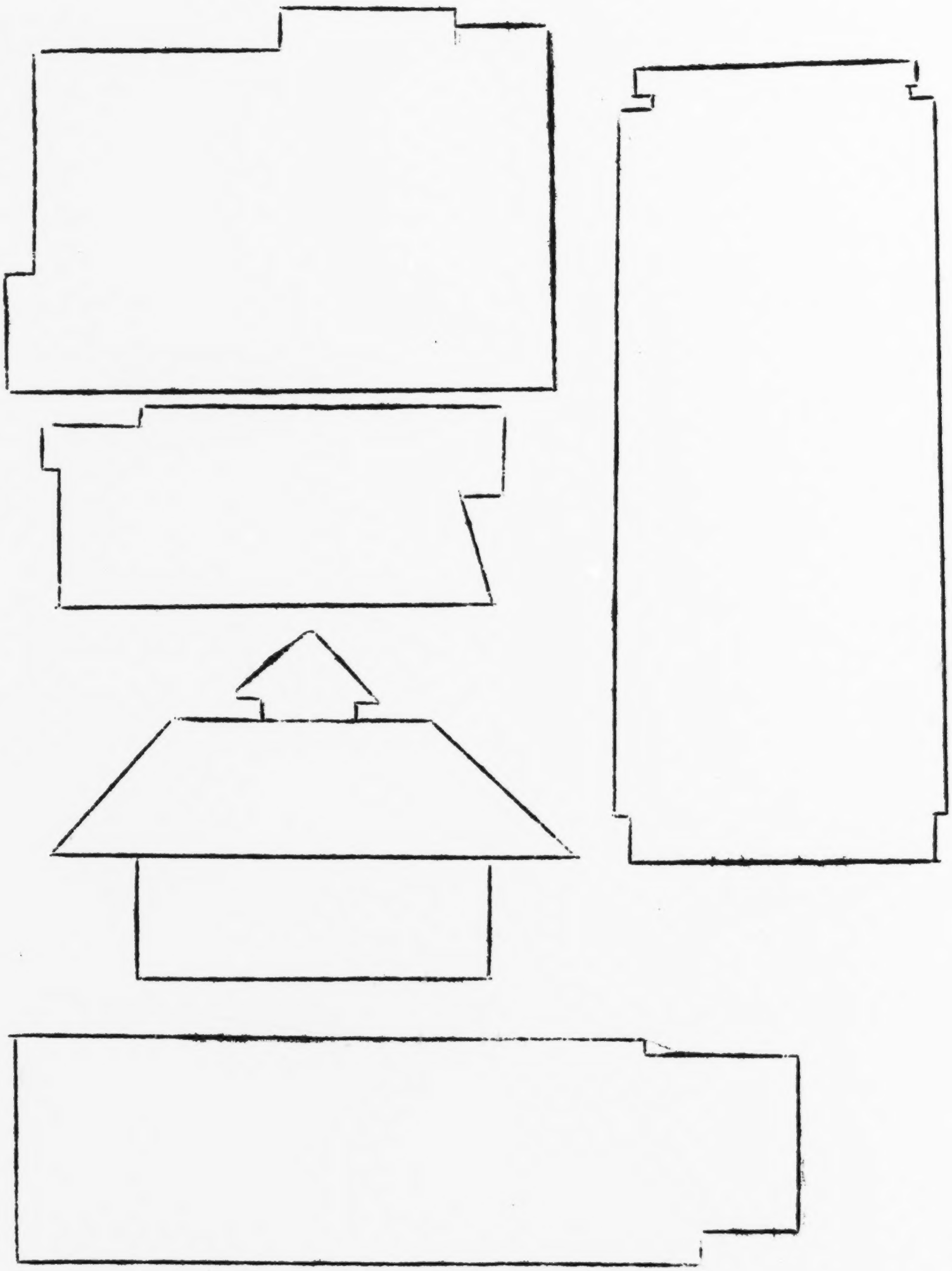
D. Procedure

1. The child may play alone, moving his car along the streets, using his own imagination in free play.
2. Play with the child by asking him to identify buildings, vehicles, plants, and animals on the board.
3. Place the deck of cards facedown on the board and take turns drawing and moving the cars to the correct building. Help the child associate the picture with the building. Ask "Why do the letter and post office go together?"
4. Practice talking about going to different places. Say "I went to the gas station. I am going to the hospital. I will go to the bakery later." "Where are you going?" "Where did you go?" "Why are you going to the restaurant?" "Why do we have gas stations, post offices, firehouses?"



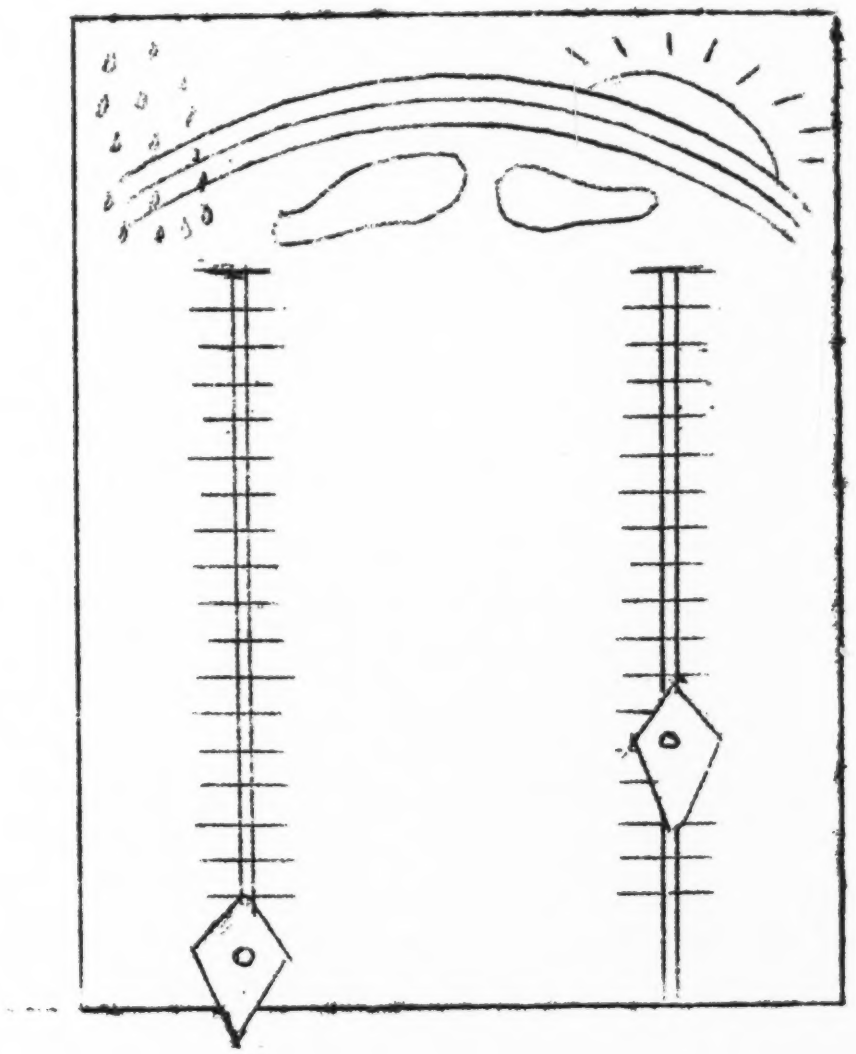
Sample Cards





Kite Score Board

This is the score board which may be used with the Same--Different and What's Missing? card games, and any other game which involves keeping score.

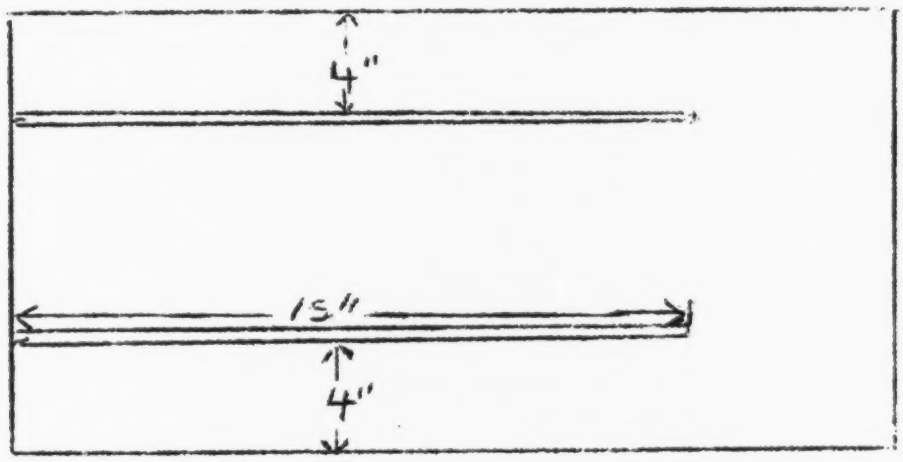


A. Objectives
   1. To provide a means of scoring some of the games.
   2. To give practice in the art of game-playing.

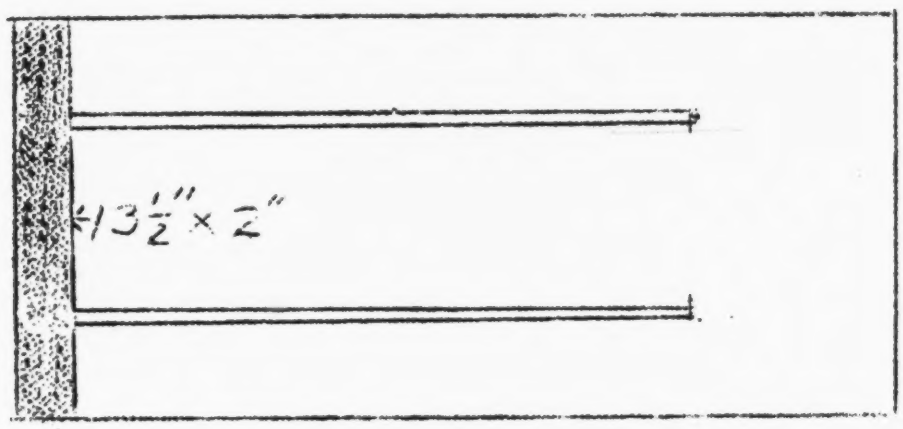
B. Materials
   1. Cardboard, 13" x 19", and 2" x 13".
   2. Red and blue construction paper (small pieces for kites).
   3. 2 1" brass fasteners.
   4. Egg carton.
   5. 2 1" squares of tagboard for washers.
   6. Crayons and white chalk.
   7. Black felt pen, x-acto blade, scissors, paste, paper cutter if possible.

C. Construction

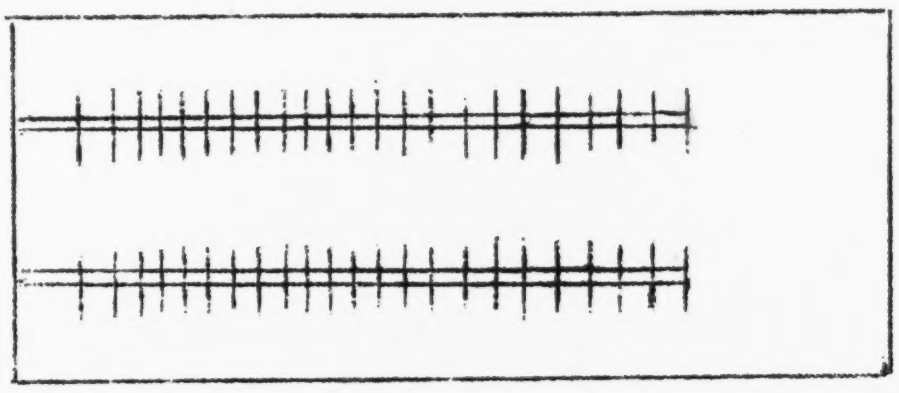
1. Cut 2 15" slits in the 13" x 19" cardboard, approximately 4" from each side of the cardboard. (Use x-acto blade or paper cutter).



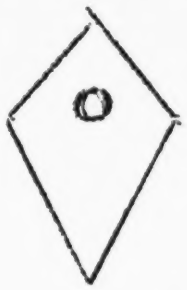
2. Place the 13" x 2" cardboard strip across the end of the larger cardboard piece where the cuts originate. This is in order to make the board firm.



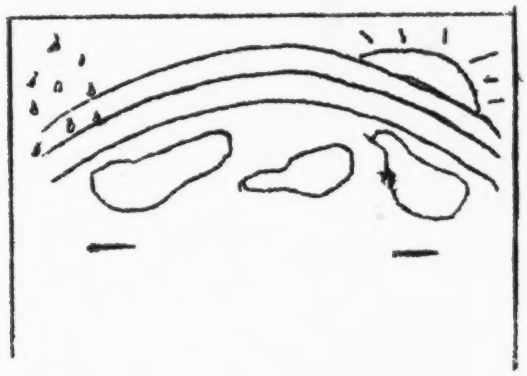
3. With a black felt pen draw 1" lines at 1" intervals.



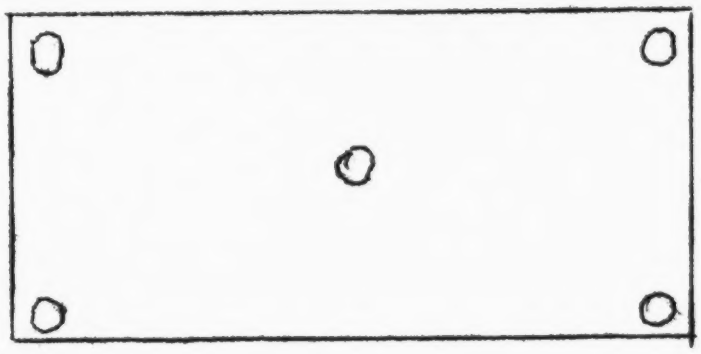
4. Make 4 kites, 2 of tagboard, 1 of blue construction paper and 1 of red construction paper. (See patterns). Paste the construction paper kites on the tagboard kites.
5. Make a hole in each kite to insert the paper fasteners.



6. Insert each fastener into a slit in the game board. Before securing fasteners put a 1" square of tagboard on the underside of each kite (on back of game board) to serve as a washer.
7. Draw a line across the game board ¼" above the 2 slits. In this top area draw a rainbow with crayons or felt pens. Add any other decorative figures, e.g., clouds, rain, etc. to suggest the sky.

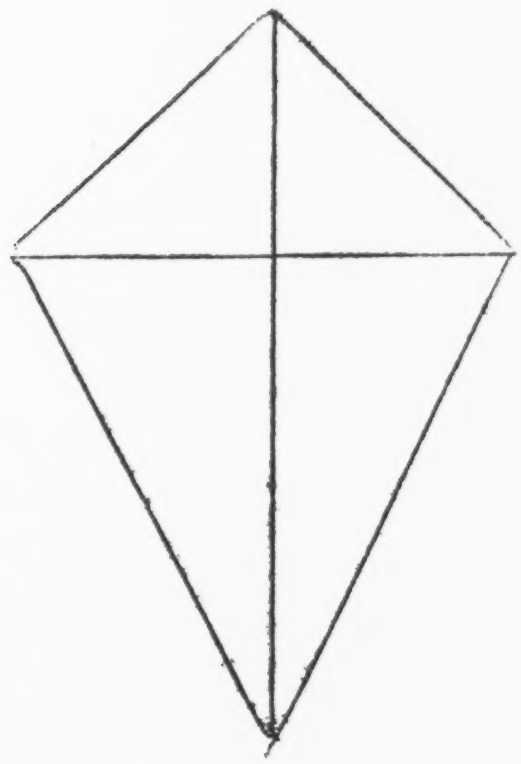


8. Take 5 single sections from the bottom of an egg carton and paste securely to the underside of the board. These legs serve to elevate the board and allow the kite markers to move freely.



D. Procedure

1. Each player selects his kite and places it at the bottom of the kite's track (slit).
2. Explain the goal: The object is to see which kite gets to the rainbow first.
3. One player takes a turn (guesses correctly a What's Missing part, gives a response of "same" or "different," or makes a response called for by a particular game), then moves his kite up the appropriate number of spaces, as designated on the lower right-hand corner of the card.
4. The player who reaches the rainbow first is the winner.



Pattern for Kite